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The Howard University Institute for Youth Studies conducts a project in Washington, D.C., to train disadvantaged young adults, aged 22-35, as subprofessional group leaders, counselors, trainers, or supervisors for work with enrollees in an entry level Human Service Aide (New Careers) training program. The program is also meant to include youth and adult group leadership and counseling skills for such other contexts as employment, community and social service, and efforts against poverty and delinquency. Classwork and on the job training are offered in three stages over a nine month period. Learning in the content areas of poverty, human development and problems of youth, group management, community resources, and individual counseling is evaluated by an information test and by group process analysis. Instructors for the project are developed in supervisory sessions, staff meetings, biweekly seminars, spot conferences, and a special graduate program. In terms of performance, trainees have been seen as generally capable of working effectively, but deficient in punctuality and attendance, descriptive recording, use of outside resources, and response to situations arising within groups. (Course outlines, evaluation instruments, and a list of publications, are included.) (ly)

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LEADERSHIP TRAINING FOR NEW CAREERS: THE NON-PROFESSIONAL COUNSELOR, SUPERVISOR AND TRAINER

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Robert M. Carr, M.A., M.B.A.
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Information Clearinghouse for
New Careers

LEADERSHIP TRAINING FOR NEW CAREERS:

THE NON-PROFESSIONAL COUNSELOR, SUPERVISOR AND TRAINER

Institute for Youth Studies
Howard University
Staff:

William Klein, Ph.D.
Myrna Levine, M.A.
Beryce MacLennan, Ph.D.
Walter Walker, M.S.W.
Jacob R. Fishman, M.D., Director

With the assistance of:

Eunice Shatz, M.S.W.
Avis Pointer, M.S.W.
Rexford Bolden, A.B.
Joseph Gross, A.B.

Distributed by:
Information Clearinghouse
New Careers Development Program
University Research Corporation
1425 N. Street, N.W.
Washington, D. C. 20005

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INTRODUCTION

J. R. Fishman, M.D.
William Klein, Ph.D.

This publication is based on a project conducted by the Howard University Institute for Youth Studies to train and develop positions for a group of disadvantaged young adults, as sub-professional group leaders, counselors, trainers or supervisors for work with enrollees in an entry-level Human Service Aide (New Careers) training program. These group leader trainees are referred to as "counseling interns". The program was designed to provide a basic training model for the roles of trainer, supervisor, group leader, and group counselor for aide programs. In addition, it was intended to include youth and adult group leadership and counseling skills for other contexts such as employment, community and social service, anti-poverty and anti-delinquency work. The groups of aides (social service, mental health, class-room) with whom these counseling interns worked in on-the-job training were in the 17-23 age range. In addition, half the interns received training for jobs as employment and group counselors at a local Urban League Neighborhood Development Center.

I. New Careers Training Program

For the past several years, the staff of the Institute has been developing and testing models for New Careers.

This has involved the training, job development and employment of disadvantaged youth and adults in positions as non-professionals in Human Services and the development of opportunities and supports for vertical and horizontal mobility.

New Careers has since become the basis of legislation (originally Title II, Section 205(e) of the Economic Opportunity Act of 1964) introduced by Congressman James Scheuer (D-N. Y.). This program is now administered by the Bureau of Work Programs, U. S. Department of Labor under delegation from the Office of Economic Opportunity.

New Careers was conceived, and has been found to have multiple advantages, as a single program with the following objectives:

1. Effective motivating and holding power for the target population.
2. Compensated and effective training for realistic employment with opportunities and resources for advancement in a career with a rewarding future.
3. Effective education by "learning through doing".
4. Group identity and self-respect in delivering human services for which previously the New Careers trainee was only the dependent recipient, i.e., helping others through helping oneself.
5. An answer to the acute need for trained manpower in the Human Services without sacrifice to

quality of services and functions.

6. Uniquely effective social and psychological rehabilitation and prevention in a highly disadvantaged and multiple-problem population.
7. The development of positive social and institutional change provided by the re-orientation and reorganization of activities through the introduction of the non-professional into human service agencies.

The term "Human Services" represents a concept of generic function as well as of generic (basic or core group) training in such fields as education, child-care, health, recreation, social service, welfare, mental health, law enforcement, and community organization. These fields emphasize person-to-person services and involve many similar functions, information and knowledge.

The first New Careers program in 1964 trained ten "community apprentices". Since that time, and as an outgrowth of that work, we have been active in a number of phases intrinsic to the evolution of the New Careers concept. Phases have included the experimental training of aides, curriculum design and testing, job development, training of trainers, staff and supervisors, and development of models for career advancement.

The counseling intern program was conceived to provide non-professional trainees and leaders from similar backgrounds to lead, counsel, and supervise a variety of components of Human Service Aide Programs. The program was particularly concerned with group counseling leadership for the core counseling group and generic training in Human Services. It was part of an experimental New Careers project funded by the Office of Manpower, Automation, and Training, U. S. Department of Labor and the Office of Education, U. S. Department of Health, Education and Welfare.

II The Uses of This Material

A. This material covers training, curriculum, and job development designed for trainees from all degrees of disadvantaged backgrounds:

1. High School graduates or higher who are entering the New Careers ladder for the first time at the second or third step level represented by this program; or
2. Trainees with less educational background who have already had New Careers training at a first step entry-level in any field, job experience, and are now being trained for a second or third step level represented by the several potential positions for which this program is designed.

The program is designed as a basic model which can readily be used as training and preparation for a variety of position categories at the second or third level which entail a training, counseling, or supervisory function.

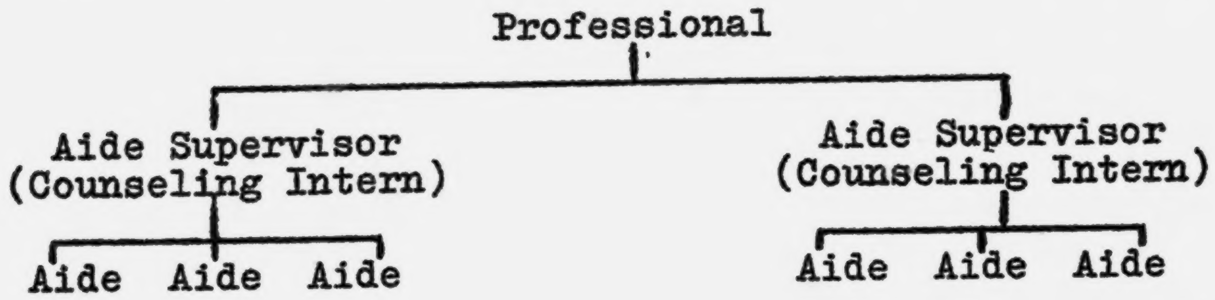
Varying job-specific inputs which may be necessary for adaptation can be provided by adding specialty skill summaries and courses as well as the specific on-the-job training phase.

The program is designed to be used as the basis for the following job categories:

1. Sub-professional trainers (including generic or core-group training) in New Career programs.
2. Coordinators, on-the-job supervisors, and other staff positions for New Career projects.
3. Group counselors in New Careers, Neighborhood Youth Corps, or other employment and training programs.
4. Other positions which also may be structured at the second or third level of the New Careers ladder or "lattice-work":
    a. Vocational and employment counseling and training.
    b. Youth program leadership and/or group counseling in recreational, probation, community center, mental health, anti-delinquency, institutional, and related services.
    c. Other social service positions which entail the use of groups for counseling and/or activities.

d. Supervision of groups of first or entry-level aides employed in a given field or agency. In this role, the person who provides general and specific supervision for several aides may, in turn, work under the supervision of a professional, e.g.:

Agency-(Health, Education, Law Enforcement, etc.)


Professional
Aide Supervisor (Counseling Intern)
Aide Supervisor (Counseling Intern)
Aide
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Aide

B. The report describes the actual training program including a discussion of a number of the problems and program components. The description is structured to provide an outline and presentation of the overall training program. In addition, there is a section of both individual and program evaluation which we consider to be a vital part of all beginning programs.

C. The Appendix includes a basic curriculum outline and sample forms for evaluation and counseling.

D. Several points in the report deserve particular emphasis:

1. The report focuses on the knowledge and use of groups as a skill and tool for intervention. Learning this skill can be accomplished in part by using a group training and counseling

technique as the basis of the group's program as well as on-the-job training (learning through both experiencing and doing). This has proved a most effective approach. The experience of the project emphasizes both the importance of group training and the careful attention necessary to structure and maintain a successful on-the-job training phase. The latter provides trained and skilled supervision for the potential trainer, counselor, or supervisor.

2. The report suggests the success and utility of developing a New Careers type of ladder or pyramid for training and counseling in the New Careers Program itself. As shown in the progress report, professionals can be used to train and supervise second or third level non-professionals who, in turn, can train, counsel or supervise first or entry-level aides. Counseling interns can work either with generic training or counseling, in specific occupational areas and agencies, e. g., health, education, child care. Trainees for these second or third levels can be recruited from many unemployed or underemployed high school graduates and college dropouts and aides already trained

and employed at the first step. For the latter group, this becomes an important further step in career advancement. For the former, it is an entry into the New Careers system at the second or third level.

3. The report demonstrates the important secondary rehabilitative effect of the training and counseling program on the participants themselves.
4. The report stresses the fallacy of using stereotyped criteria in selecting candidates for the program. The evaluation data demonstrates that there was no significant difference in outcome and preference between those rated as low-risk and those as high-risk based on the traditional criteria of risk and prediction for success. It is therefore important to "screen people in" rather than screen them out on the basis of traditional criteria which may have little or no validity. The best and only reliable prediction of success at this time is performance in on-the-job training and the job itself.

Effective counseling and group leadership, as we have learned, involves the creation of a particular kind of group situation. Within the group, people from disadvantaged backgrounds are challenged to creatively deal with each other in the discussion of problems, issues, and concerns which arise from living and dealing in a real world. This means that the focus of the counseling group is on the individual's current participation in meaningful and demanding activity whether in a job-training program, education, or everyday living in a variety of settings. This process, in turn, is seen as an important means of stimulating and sustaining individual and group change. Often, the individuals to be counseled or trained carry with them previous experiences with school, employment, and the police. These experiences may have convinced them that they are incapable of controlling their own lives, and that everything and everyone are against them. As a result, they may choose to remain outside the mainstream of productive life in the face of what is perceived to be a hostile and closed world. In the process, they may develop stereotyped perceptions and behaviors which can afford them some minimal survival status and security among their peers and in their immediate milieu. However, these stereotypes effectively hamper them from taking full advantage of even the best employment or training opportunities offered.

It is the counselor's task to help develop a working group of these people whose members, including the counselor, are continually engaged in both challenging and supporting each other on issues of task-performance, responsibility, decision-making, and change. Such an approach is best carried out when the counseling activity is part of a broader program in which group members are given the chance to try out new roles or work tasks and accept responsibility. Roles can be based on problems arising from other parts of the program which can be brought back to the group for discussion and resolution.

Out of the sometimes painful confrontations and the interactions which result, an opportunity develops to forge a new kind of identity, as well as the chance to play an active part in one's own, as well as others', movement into the wider society.

In such a program, the counselor or teacher must be able to communicate his confidence in the person's ability to make decisions and act responsibly, consistent with their own best interests. If the counselor begins to consider the youth or adult to be sick or damaged, the trainer or counselor cannot deny or avoid his own responsibilities by allowing himself to make decisions for the youth or adults. If the trainers are able to accomplish this reversal, then the youth or adult can once again say that they are powerless, subject to other people's whims, and find little use in trying. Moreover, the counselor must see himself as part of the change process which he is trying to foster. The youth or adult cannot be expected to learn to play new roles in relation to each other and to authority if the counselor himself is not subject to change. These lacks do not allow any different kind of role to be played with the counselor. (See the descriptive account of the group process in the present program for an interesting example of such mutual change.)

In his behavior with the group, the counselor must be prepared to demonstrate the ability to analyze problem situations in the light of reality. This may mean holding the group to uncomfortable considerations of their own interactions and behavior, and supporting possibilities which exist for positive change in both the trainers' situation and in society in general. The counselor needs to develop methods to relate these considerations and possibilities. To effectively carry out these requirements, the counselor must be able to bring to the group a thorough knowledge of what the community has to offer in terms of services, opportunity, and experience. Above all, he needs to be able to challenge the trainers to help each other to see group members as capable of growth, free-choice, and self-determination. In this way, problems are not just clarified, they can also be acted upon. The counselor should be less concerned about what he can do to, or for the trainee, than with the developmnet of work procedures to enable them to become active participants in a process of mutual regulation, problem solving, and growth.

It is the contention of the kind of program described in this report that there are many individuals, particularly in disadvantaged communities, who can be trained to fill the role described. When the Institute for Youth Studies first began its experimental training programs to prepare disadvantaged persons for Human Service Aide positions, the possibility very quickly suggested itself that some of these same people, youth and adults, could themselves play effective leadership roles with similar training groups. As group leaders in training, counseling, or service activities, they could relate and serve as new kinds of role models. By training these individuals to fill such sub-professional positions, a partial solution to the great need for counseling, training and youth leadership manpower could be offered, not only for the aide training program, but for a broad span of projects being developed for the disadvantaged. It also could provide meaningful and effective second or third steps in the

New Careers lattice. It was with these goals in mind that the program was undertaken and is described and evaluated in the report that follows.[1]

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[1] See: Fishman, J., Klein, W., MacLennan, B., et al., Training for New Careers, President's Committee on Juvenile Delinquency and Youth Crime, Washington, D. C., 1965 (monograph); MacLennan, B., and Klein, W., "Utilization of Groups in Job-Training", International Journal of Group Psychotherapy, 15, 4, October, 1965; Empey, L. T., "A Social Systems Approach for Working in Small Groups with Socially Deprived Youth". Paper presented at the American Group Psychotherapy Association meeting, January, 1966 (mimeo); Rieff, R. and Riessman, F., "The Indigenous Non-Professional", New York, National Institute of Labor Education Report Number 3; Pearl, A. and Riessman, F., New Careers for the Poor, New York, Free Press, 1965.

CHAPTER I

DISCUSSION OF PROGRAM

Purpose of the Program

The following is an account of a training program[1] undertaken by the Institute for Youth Studies[2] at Howard University in Washington, D.C. to prepare disadvantaged people for positions as sub-professionals in group counseling, supervision, and aide-training, and other forms of work with disadvantaged youth and young adults. The major element of their on-the-job training experience was designed to consist of supervised leadership of core groups[3] of young adults, themselves in training for human service aide positions.[4]

While this manual describes one particular training program, it should be kept in mind that the overall structure of the program could be adapted in a variety of communities and settings. The counseling intern program (as it was called) was conceived as an experimental attempt to go a step beyond the utilization of the disadvantaged for entry-level non-professional human service work.

In essence, the model consisted of having adults from similar backgrounds as the aide-trainees placed in leadership positions with the trainees to test the following:

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[1] The training for this program was supported through contract with the Office of Manpower, Automation and Training, U.S. Dept. of Labor, and the Office of Education, U.S. Dept. of HEW. Program evaluation and curriculum development was supported by grant from the Office of Juvenile Delinquency and Youth Development, U.S. Dept. of HEW.

[2] Formerly named the Center for Youth and Community Studies.

[3] MacLennan, B. and Klein, W., Utilization of Groups in Job Training, Inter. J. Group Psychotherapy 15, 4, 1965, 424-433.

[4] Training for New Careers, President's Committee on Juvenile Delinquency and Youth Crime, Washington, D.C., 1965, Fishman, J., Pearl, A., MacLennan, B., et.al. (monograph).

1. Whether the counseling interns could learn the requisite skills, knowledge and attitudes necessary for such work;

2. Whether they could plan an effective leadership role with youth and young adults of approximately the same backgrounds in a work-and-job-related context; and

3. Whether the given combination of training and experience would prepare them for employment in sub-professional counseling, training, and supervisory positions on second or third levels of a new careers training "lattice."

Design of the Program

The Institute's Counselor Intern Training Program was designed to cover a nine-month period, divided into three-month segments, to cover each of the aspects of training posed in the questions above. A description and analysis first, or intensive training phase, constitutes the bulk of this report. During this phase, training would include 20 hours a week of classroom instruction with the remainder of the time in field-work experiences. Goals of this phase would be to:

1. Develop beginning competence in group and individual interventions;

2. Provide the trainee with a wide range of knowledge that he can use to assist the youth he is serving;

3. Develop within the trainees an awareness of the principles of agency structure; consultation and supervision, the concept of planned change, and the conscious use of self as an instrument of change; and

4. Develop within the trainees an ability to analyze and solve problems by collecting all available data, formulating a variety of alternate solutions, and selecting the best or most reliable strategy for solving the problems.

During the second phase, trainees would attend academic classes 10 hours per week. The remainder of their time would be devoted to carefully supervised work with youth. Some trainees would begin to work with youth in core groups (as part of a major training program for preparation of human service aides) while others would work with youth in other agencies. Goals of the second phase would be to:

1. Develop the trainee's ability to take increasing responsibility for analysis of his own strength and weaknesses;

2. Enable trainees to take increasing responsibility for helping each other.

The goals of the final phase are to:

1. Help the trainees identify those areas in which they need additional instruction or supervision; and refine their leadership in counseling skills;

2. Help them develop reasonable career goals and plans through which these goals can be met;

3. Help them obtain full-time positions in youth-serving agencies;

4. Prepare trainees for the problems they will face as they enter new agencies; and

5. Help them, as well as the training staff, critically analyze the training process and their own progress or lack of progress.

It should be noted that the goals of each phase are not rigid, and that different trainees will progress toward these goals at a different pace. The counseling interns will each come to the program with a unique set of life experiences and with varying intellectual and emotional make-ups; the overall goal is to insure that each develops to his maximum capacity; and that they all are able to practice successfully in a youth-serving agency.

The following chapters describe first, the program for developing instructional staff for the training program; second, the process of selecting interns to be trained; third, a descriptive account of the first or intensive phase of training, including selected on-the-job experience at the Howard University Baker's Dozen Mental Health Center for Youth and at Urban League Neighborhood Development Centers; fourth, an assessment of trainee performance; and fifth, a summary of the program's findings. Appendix A gives the curriculum used in the first phase of training; and Appendix B consists of the instruments of training. Of necessity, this report concerns itself mainly with the first phase of the training program. Further publications will assess the overall program, and provide follow-up data.

CHAPTER II

STAFF DEVELOPMENT

The overall goals of the staff project's development were:

1. To orient staff to the theoretical and ideological context within which the New Careers Program was conceived and operationalized.

2. To develop in the instructional staff both the intellectual and emotional capacity to be helpful to nonprofessional leaders as they learned to function as core group leaders, recreational group leaders, and employment counselors and trainers.

3. To familiarize the staff with the curriculum they would be required to teach.

4. To orient the staff to the administrative structure and procedures of the Institute for Youth Studies (the sponsoring agency).

The "professional" instructors came to the program with varied education and experience. Initially, the intent was to treat them as though they all had the basic competence to do the job successfully. It later became clear, however, that their differences in training and experience were crucial to their ability to do the job, and that much time and effort would have to be expended then in establishing a model for practice to meet the demands of the role they were expected to play.

One of the instructors had a Master of Social Work degree with a specialization in case work. She was a 1965 graduate of the Howard School of Social Work and had been employed in public welfare and public recreation before entering the School of Social Work. Other experiences included one summer as a supervisor at Wel-Met Camps in New York.

Another instructor had an A.B. degree and two years of experience as a public school social adjustment class teacher. He had additional experience, while a student at Howard, in the University's special Community Service Project.

The third instructor was a staff member at the Institute for Youth Studies about to receive an A.B. degree from Howard in 1965. He had been previously an instructor in a training program for indigenous community workers. His other experiences included community organization for the Student Non-violent Coordinating Committee and recreation work for the council of churches in Washington, D.C.

The original orientation plan for the instructors involved an extended period of theoretical and practical sessions with senior Institute for Youth Studies staff, in addition to sitting in as participant observers in the initial intern group's training sessions. Problems of recruiting and hiring staff resulted in the bulk of the instructional staff joining the program at the same time that the initial intern group was being processed for training. However, the vacation schedules of the Institute for Youth Studies staff generally made it necessary for the new instructors to take on a much more active instructional and OJT supervisory role in the early stages of their employment than had previously been planned. Each was assigned a major portion of the instruction and supervisory responsibility for five interns within only a month of joining the instructional staff. The situation was particularly difficult since the roles for which the interns were being trained were relatively new and lacked either precedent or carefully worked out guidelines. Even seasoned members of the training staff often found themselves unsure as to their role or theoretical position.

Staff development took place in five types of interchange among instructors, their supervisor (the chief instructor) and senior members of the Institute for Youth Studies' staff:

1. Supervisory sessions;
2. Training staff meetings;
3. Bi-weekly seminars;
4. Spot conferences;
5. Interdisciplinary Graduate Studies Program.

The supervisory sessions usually lasted two hours and were held twice a week. These were primarily problem-solving sessions in which the chief instructor, the caseworker, and the director of the program would sit together with the three instructors. Out of these sessions came several shifts and modifications in the instructors' roles. The concept of the instructor as an instructor-supervisor was clarified as this group worked to suggest alternative solutions to the problems confronting the instructors. Care was taken to develop generalized principles of practice as a result of dealing with individual problems.

The training staff meetings varied somewhat over time in their format and function. They were initially designed to be used as a program reporting and research feedback opportunity for the entire training staff. As the program progressed, job development became a major concern and, as a result, consumed a great deal of the time scheduled for progress reports and feedback. It was at this point that the staff meeting began to function as a quasi-decision-making group, with the solution of operational problems and the development of alternative policy taking high priority. Further along in the program, this trend was reversed and the meeting once again moved toward program reporting and quality control research feedback.

The bi-weekly seminar was conceived to allow the staff to meet on a more informal basis and discuss the ideological and theoretical ramifications of the program. The informality of this seminar initially created a problem for the instructors. They found it difficult to disagree with or question the thinking of the senior staff. As time passed, this lack of effective participation on the part of the instructors decreased once the purpose of the seminar was clarified and mutual problem-solving engaged in at a theoretical level. (The firsthand practical experiences of the instructors contributed much to these discussions as did the wide range of program and theoretical experience of the senior staff.)

During the initial three months of the program, many problems required immediate consideration by the instructors and the chief instructor. On these occasions every effort was made to deal with the problem on the spot and later to bring it up for discussion in group supervisory sessions. The focus during spot conferences was always on helping the instructor deal with the problem by using his own resources wherever possible. The instructors were encouraged to act as best they could in light of what they thought the situation called for, and then bring the problem before the group supervisory sessions for discussion.

Two of the instructors were also part-time students in the University's Interdisciplinary Graduate Studies Program. This program is being conducted by the Institute for Youth Studies in cooperation with the University's Graduate School. The courses are designed to provide graduate students with interdisciplinary training in the problems of disadvantaged youth in the community. All classes are taught by senior staff members of the Institute for Youth Studies. During the course of their academic work, the two instructors studied many of the problems they were facing as professionals in the community. It was often difficult for them to translate the theoretical material of the classroom into the day-to-day operation of a training program particularly becuase the courses were being taught by senior staff members of the Institute for Youth Studies. One instructor continually expressed confusion about the difference between the training program as it operated and the "philosophy of the Institute" as he saw it articulated in his classes. It should be emphasized, however, that other contacts with senior staff and their ideological position probably also raised questions in the instructor's mind and that the interdisciplinary courses brought these questions to the surface. The questions were, in part, answered at the biweekly seminar, group supervisory sessions, and staff meetings.

The staff development process deserves some analysis in terms of the dynamics of the relationship of the instructors to each other and to the interns. The assumption of such a large responsibility at an early stage in program involvement tended to produce a group of instructors who were unsure of their roles, the design of the program, and of each other. This was a function both of the newness of their roles, generally quite dissimilar to anything they had done before, and of a training philosophy that stressed group problem-solving and individual responsibility and initiative, rather than a highly structured set of rules, regulations and techniques. Much of the time spent in supervisory sessions was devoted to helping them identify and deal with their anxieties, competitive feelings, and general confusion. This was not a indecisive or permissive approach. It was purposely designed to force them to confront these issues and work toward their solution, rather than passively carry out some "higher authority's" recommendation. The training group was continuously challenged to accept responsibility, to make reasonable choices of courses of action, and to look critically at their own, and others' work, closely approximating the approach they themselves were to take with the trainees.

The intern group often mirrowed the processes and crises the instructors were going through. Because they both sensed and experienced many of the problems the instructors were struggling with, the interns often pushed the instructors to come up with "the answers", much as the instructors were pushing their own supervisors. At times the interns would take advantage of competitive feelings among the instructors to play one against another. However, as the instructors "came aboard" in the true sense of the term, the interns began to settle into their roles as trainees and to make more constructive use of the instructors.

Certain changes in the original concept of the instructors' roles have occurred as the program developed. The strengths and weaknesses of the instructors and their varying educational and experimental levels was considered in making future assignments, whereas initially, the plan was to use the instructors interchangeably.

Moreover, as a result of the staff development program, certain changes came about in the instructors themselves. Instead of competing with one another to reach some ill-defined concept of a "good" instructor, they began to work together to complement each others strengths and weaknesses. They began to take the initiative instead of waiting to hear from the Director of Chief Instructor as to how to deal with many circumstances. They began a process of "sorting out" their practice problems and dealing with them. And most important for the goals of the program, they stopped throwing up their hands to wait for help from "above" when confronted by a problem, they began to sit down and work it out with certainty and confidence in their own ability.

CHAPTER III

SELECTION PROCESS

Referral Sources

To begin with, in June, 1965, the training staff held a meeting with 15 representatives of agencies concerned with the problems of poverty of youth. Among the agencies represented were:

1. Department of Public Welfare
2. Urban League
3. United Planning Organization (CAA in D.C.)
4. Recreation Department
5. Family and Child Services
6. District Court - Probation Department
7. Juvenile Court
8. Jewish Family Services

The purpose of this meeting was two-fold: to ask these agencies for help in recruiting potential aides and interns, and to acquaint them with the New Careers concept. Most agency representatives did express interest and a willingness to work with the Institute in the future. In retrospect, however, this was true mostly of the public agencies (i.e., correctional, welfare, and health) while the private agencies seemed to have a number of reservations stemming from concerns about professional standards and competence. Evidently, though sharing many of these concerns, the public agencies were also faced with an overriding problem--manpower shortages and turnover for greater receptivity to the training program idea.

The eventual referral sources for the pool from which the intern group was selected were:

1. District of Columbia, Division of Vocational Rehabilitation
2. Neighborhood Development Centers #1 & #2 of the United Planning Organization
3. Newspaper stories
4. Television and radio announcements
5. Operation Headstart personnel
6. Southeast Neighborhood Development Program

7. Y.W.C.A.
8. United States Employment Service
9. Central Office--United Planning Organization
10. United States District Court
11. D.C. Recreation Department

Playing a major role in the collection analysis and presentation of the data in this chapter V were: Mr. B. Buchanan, Mr. Reid, and Mrs. B. Hurst of the research staff, Institute for Youth Studies.

Basis for Selection

Although certain minimal requirements were established for applicants (completion of high school; 22-35 years of age; out of work or underemployed; no criminal case pending; and a minimum of 300 days of previous employment), the demonstration aspects of the training program provided an opportunity for experimenting with the development of selection procedures. Working on the assumption that those qualities that distinguish a good leader from a poor one have not been definitively established, a procedure was developed whereby: (1) applicants would be rated on potential leadership ability; and (2) applicants with both high and low ratings would be included in the program as a way of evaluating whether these qualities are significantly related to performance.

With this as a backdrop, a conscious effort was made to select a group in which there would be trainee variation in three major dimensions; academic achievement; extent of experience with youth; and facility in working with groups. Since information on the applicant's education and previous experience with youth was available on the application form, a method of assessing his functioning in a group situation was devised.

Applicants were notified to report for an interview. When the group was assembled, a general introduction describing the training program and the role of the counselor intern was made by members of the Institute's research staff. Applicants were then told that selection for the program would be based on how they, as a group, would handle three problems which were drawn from experiences of previous leaders who had trained groups of aides. The three problems were:

1. Three group members have consistently been carrying on disruptive side conversations during the group meetings. Since they are among the stronger members in the group, the group has been reluctant to challenge their behavior.

2. One of the members in your group has been irregular in his attendance and punctuality at work, and his work supervisor has asked you to handle this problem.

3. The group members are resentful at having to attend daily group meetings and consequently are quite apathetic about participating in these meetings.

The problems were presented both verbally and in writing. Staff did not participate in the ensuing discussion. Applicants were left free to chair the meeting, organize the discussion and solve the problems. At the end of an hour, applicants were told the interview was completed and the floor was opened for questions.

Rating Scale

A ten-item scale that had received limited pre-testing was used to evaluate the applicants' participation in the interview (see Appendix 2). The items included in the rating scale were designed to reflect training staff assumptions about characteristics denoting a good group leader. Essentially, these were: (1) The ability to participate in and contribute to group discussions; (2) the ability to focus on and clarify issues; (3) the ability to interact flexibly with others and to exchange and elicit opinions; (4) the demonstration of self-confidence and initiative; and (5) sensitivity to the problems of youth and the potentials for using a group to handle problems. The items included in the scale, therefore, attempted to measure the extent to which the applicants were judged to possess the supposed qualities of a good group leader.

The raters were to indicate by a "yes" or "no" whether the applicants demonstrated these qualities. The raters' "yes" answers (given a score of one) were summed and pooled. A mean of the pooled scores was determined, and those applicants whose scores were above the mean were assigned to a low-risk group, and those at or below the mean, to a high-risk group. The mean was 11, while the highest possible pooled score that an applicant could receive was 30.

Characteristics of Applicants Selected

Of the 44 applicants who were rated and assigned to risk groups based on their participation in the group interview, 15 were finally selected for the counselor intern program. These 15 represented a cross-section of educational attainment and experience with youth. They consisted of ten males and five females (ten low-and five high-risk candidates).

Both risk groups included males and females ranging in age from 21 to 31, with a median age of 24. All were high school graduates, five had attended business or occupational training. Over two-thirds of the candidates indicated that they planned to continue their education sometime in the future.

Two-thirds of the interns were single, and all but one were Negro; the majority were life-time Washington residents. A few had had police contacts. All but one of the interns had had police contacts. All but one of the interns had been previously employed and most had had two or more jobs. Their work experiences ranged from cafeteria worker and counter girl to stock clerk, telephone operator, car-washer, and postal worker.

The one major difference noted, aside from that based on risk assignment, was the extensiveness of involvement in group and voluntary activities. All the low-risk applicants had some experience in voluntary group activities and a number had been involved in several such groups. Two of the high-risk candidates, on the other hand, had no such experience limited to only one voluntary group activity (see Table I).

TABLE I
COUNSELOR INTERN CHARACTERISTICS BY RISK ASSIGNMENT

Intern	Sex	Education	Assignment	No. Contacts With Police	No. Previous Group & Voluntary Work Exp.
1	Female	High School	High	0	1
5	Male	High School	High	0	1
11	Female	High School	High	0	0
13	Male	High School	High	0	0
14	Male	College*	High	1	1
					(M=.6)
2	Male	College*	Low	1	4
3	Male	High School	Low	1	1
4	Female	High School	Low	0	4
6	Male	High School	Low	2	1
7	Male	College*	Low	0	3
8	Male	College*	Low	2	4
9	Male	High School	Low	0	2
10	Female	High School	Low	0	2
12	Female	College*	Low	0	5
15	Male	High School	Low	0	1
					(M=2.7)

*No Degree

Comments on the Selection Process

The Group Interview

Although appointments were to be scheduled so that each group would consist of ten applicants, the six sessions held varied in size from four to twelve members. This variation had implications for the character of participation and interaction as well as for the standardization of assessment. In the smaller groups, where the discussion was informal--almost conversational in nature--and participation was widespread, the raters had an opportunity to observe each participant more closely. In the larger group, where the discussion was more formalized and the extent of participation less equitable, the opportunity for observing the behavior of each participant was more limited.

The problems presented to the group for discussion were some of the more difficult and yet some of the most typical kinds of situations encountered by the training staff in operating the training program, which, in spite of a general description of the training program given to the applicants, they had little understanding of the philosophy and administration of the program and, consequently, experienced difficulty in relating to these problems within the context of the training operation. The groups consistently tended to discuss these problems in a vacuum without regard to the needs of the trainees and the purpose of training. Though this presented some difficulties for the raters charged with assessing performance (who were all quite familiar with the training program), it was not as problematic as it might appear. Essentially, the applicants were rated on the extent and nature of their participation, rather than on the quality of their contribution by the essence of the applicant's remarks (the rater's reaction to them) sometimes proved to be difficult.

The Rating Scale

A group meeting of aides in training provided the setting for pretesting the rating scale. An attempt was made to simulate the problem-solving situation that the counselor intern applicants would be facing. The procedures to be used in the actual assessment were followed. A problem to be discussed by the members was presented to the group and the member's participation was assessed. This situation provided the basis for revising the instrument as well as for training the raters. The pre-test, however, proved to be of limited value since both the character of the group and the nature of the problem differed from the actual test situation. The group used for the pre-test had been meeting regularly for several weeks; therefore, a pattern of participation and interaction among the members had crystallized and the group leaders were more easily identifiable. In addition, the problem which was presented to the group called on them to discuss, agree on, and plan out ways of raising a given amount of money for an employee fund. This problem did not emotionally involve the raters in feelings of agreement or disagreement with the member's ideas, leaving them free to evaluate the nature of the member's interaction without regard to position taken.

The research staff responsible for rating the training program applicants shared a common conception of the qualities of leadership, which had grown out of an on-going relationship with the training staff. This agreement was reflected in a high inter-rater reliability (r=.89, see Table II) that was achieved in the applicant assessment, although there was little systematic agreement by rating item (Table III). In other words, it appears as though the raters were able to achieve a considerable amount of agreement as to who seemed globally to possess the qualities or potential for leadership, though there was very little agreement on the specific nature of these qualities. The raters also felt somewhat inhibited by the rating scale which called for a "yes" or "no" response to a number of items, rather than one which allowed for intermediate steps or degrees. They felt hard put to definitely respond to ten items on several applicants after only a brief exposure to them, and they tended to base their ratings on one or two behavioral incidents. Preference was expressed for a rating scale which would incorporate degrees of difference for each item in the rating scale.

TABLE II

SUMMARY OF ANALYSIS OF VARIANCE AND COEFFICIENT OF INTER-RATER RELIABILITY

SOURCE OF VARIATION	SS	DF	MS	F	P
Applicants	364.97	14	26.07	8.96	.05
Raters	7.24	2	3.62	1.24	
Error	81.43	28	2.91		
	453.64	44		r=.89	

The real value of the selection procedures and instruments employed, however, cannot be determined until a final evaluation of trainee performance is made. The crucial question to be asked is whether a relationship between risk assignment and eventual trainee performance has been demonstrated. On this point it is unfortunate that the selection procedure was geared primarily to rating and selecting applicants who would function in a group situation. As the training program evolved, it provided two kinds of job settings for the trainees: one that was primarily group oriented; and one that largely entailed a one-to-one client relationship. For the trainees involved in the second kind of job situation the selection and assessment procedures were not necessarily relevant. The procedures used can best be validated in reference to those functioning as group leaders, where an assessment of their role effectiveness will be available.

Moreover, the inclusion of two types of trainees (i.e., high and low risk) had a number of implications for the operation of the training program. Although the risk assignements made by the research staff were considered to be confidential information not to be shared with the training staff, it became clear that the two types of trainees could very accurately be identified by the nature of the differences in their participation in the training sessions (Table IV). This raises the question that has been implicit in much of this discussion: perhaps what was really being rated was a kind of social desirability and style of the candidates, rather than their "abilities" as potential group leaders. Perhaps what both the raters and the training staff were initially responding to in the distinctions they made among trainees were verbal ability and fluency, social poise, degree of participation, and conceptual approach. Whether one's qualities are necessarily correlated with eventual facility in leading groups of young people remains an important question, and one that will be returned to. The heterogeneity in the training group, however, created some problems for the instructional staff in that there were different learning styles and different demonstrated abilities in grasping and integrating material. Obviously, not all of these differences resulted from the selection procedures, though it is clear that the inclusion of high and low-risk candidates tended to exaggerate the range of individual differences that normally could have been expected.

CHAPTER IV

PHASE I OF TRAINING

This account of the first of intensive training phases for counselor interns is divided into three sections: first, an overview of the three-month program; second, a report of on-the-job training experience at the Baker's Dozen Community Mental Health Center; and third, a similar report of the program at an Urban League Neighborhood Development Center.[1] It is presented to shed light on how the program functions in actual operation, and to amplify quantitative data.

Overview

Training during the first phase was divided into classroom instruction (6 hours per week), supervisory sessions (4 hours per week) and field work assignments (20 hours per week). Instructions and supervision were done by a training staff consisting of a chief instructor, three additional instructors and the project caseworker. Some additional teaching was done by the Institute of Youth Studies' Assistant Director of Training, who was in charge of the project, and by its Associate Director I/C Training.

For on-the-job training, 10 interns were assigned as recreational group leaders to the Baker's Dozen Center, and supervised by the Institute's training staff. The remaining five under agreement with the United Planning Organization of Washington, were placed in employment counseling aide positions at the Urban League Neighborhood Development Center, a part of the overall UPO manpower program. They were supervised by a senior counselor on the Urban League staff and by an instructor from the Institute's staff.

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[1] These and a previous chapter on Staff Development were prepared by Mrs. Eunice Shatz, Project Caseworker; Mr. Walter Walker, Chief Instructor; Mr. Rex Bolden, Instructor; Miss Avis Pointer, Instructor; and Mr. Joseph Gross, Instructor.

During the first week of the program, much of the time was devoted to technical matters covering training stipends, scheduling hours for training and field work, and assigning trainees to either Baker's Dozen or the Neighborhood Development Center. Interns were given a pretest to establish some base-line data on their knowledge of the areas to be covered in the curriculum[2], and the rationale for the intern and aide programs was presented. Questioning by interns was minimal and reflected concern with concrete details of the programs rather than with abstract ideology. Visits were made during its first week to Baker's Dozen recreational facilities, the Dunbar High School swimming pool, and the John F. Kennedy and Bundy Playgrounds to orient the group to the area in which they would be working and the nature of its population. Finally, the 15 interns were introduced to their three instructors and divided into subgroups of 5 each which constituted the supervisory groups.

During the second week, interns moved into the formal academic program, divided into class, fieldwork and integrative supervisory sessions. One issue that immediately arose was that five interns were to have field experience as employment counselors, rather than as youth leaders, and that these interns would not be leading core groups in the second phase of training. This was at a time when class sessions were heavily weighted with discussion of group management techniques. Some beginning questioning arose informally on the part of the five interns assigned to employment counseling as to the relevance of this material to their assignment.

The initial weeks can be seen as a period of adjustment in which the trainees were making informal assessments of the training program and evaluating staff. Formally, they asked questions, expressed disagreement, and tentatively voiced complaints. Discussions tended to be lively and engaging. The interns gave the impression of trying to learn and develop new understandings, asking questions related to course content and carrying on discussions centering on personal experience and

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[2] See Chapter V.

and observations that they now could consider in a new light. There was a beginning development of insights into the wider personal, social and economic world.

For many, it was their first experience in considering some of the reasons which underlie the economic and social structure of society. Training emphasis was placed on pointing out the ambivalence and self-defeating processes within the poverty group itself, as well as the middle-class orientation of the larger society. The opportunity to examine their own feelings and attitudes and how they contribute to the present structure of society prompted the interns' personal involvment in exploring pathways toward personal and social change.

During these weeks two major differences appeared in learning style: One part of the group was inclined to abstract readily, while the other tended to relate more meaningfully to concrete material. There were also those who fell somewhere between these two poles. These differences sometimes intruded into the learning situation, with the result that some interns participated fully and others felt unable to make contributions. One group member tended to capitalize on the knowledge he already had and to engage in intellectual verbal games with the staff. The latter, tended to respond in kind, which often resulted in a tangential two-way discussion of theoretical and philosophical concepts. At these times, the majority of the group sat back until the discussion ended, with their attitudes varying from polite attention to boredom. Ways of handling this kind of problem became a major topic for staff meetings and in-service sessions.

Toward the end of the fourth week and into the fifth, the mood of the group began to change. A general apathy seemed to set in. Symptomatic behavior took the form of lateness, extended use of telephone, non-completion of assignments, sleeping in class, and lack of involvement in and understanding of program materials. A meeting was held with the interns to discuss this behavior and its causes. At this meeting there was heavy pressure from the group for the staff to be more "authoritative," with the demand that set some limits on intern behavior. Implicit was a request for sanctions and punishments to be imposed from above in response to their social testing. As the ramifications of the authoritative approach were explored, however, the group began to see self-discipline and responsibility as a preferable, if harder to attain, alternative. Members involved themselves actively in this session and expressed a desire for more of this type of meeting. They seemed both relieved and enervated by engaging in establishing some ground rules and having the goals of training re-focused and re-established with their participation. They expressed pleasure and some surprise that their behavior and involvement was of serious concern to the staff.

During the fifth week a majority of the senior staff had vacation time. Simultaneously, the training assumed an added dimension--that of demand for change on the part of the interns. (For some of the roots of this demand, see Chapter II.) Assignments were made, and failure to prepare the assignments was discussed in the group. Members were encouraged to take responsibility for drawing each other into the discussion and in stopping some members from intellectualizing or from dominating the discussions. Lateness was discussed as an issue in considering responsible behavior and commitment to the job. Attention was focused on after-hour activities and their relation to the image of a person involved in the field of human relations.

At this point research sociometric scales were introduced; the instrument was heavily weighted toward those engaging in group work with children in their field placements. Results of the sociometrics were fed back to the group, including data on how individuals had voted. The interns had originally been told that only general results would be shared with the group. Initially, reaction to these results was minimal. Informally, however, the sociometric results assumed major importance, with members feeling betrayed and unpopular in the group. Individuals were hurt in many instances when their friends had voted for someone else. They tended to personalize the instrument and regard it as a popularity contest, and they viewed the detailed sharing of results as an invasion of privacy. One intern felt that it was unethical as an instrument, dysfunctional to group identity, and refused to take another. The group denied, however, that their selections would have differed had they known beforehand that individual voting results would be shared. Some animosities arose both on an individual-to-individual and group-to-group basis, i.e., Baker's Dozen interns vs. Urban League interns. Feelings around this issue smouldered for several weeks.

As staff demands for change increased, the interns began to turn on one another, expressing a great deal of hostility and resentment under the guise of, and almost parodying the notion of, honesty and a group's responsibility for its members. There seemed to be some underlying anger toward the staff which pervaded the group as well.

This anger seemed to be related to their feeling that instructors should have participated more actively in heading off discussion focused on personalities. The staff's failure to do so was interpreted by the group as acting out the staff's own negative feelings towards some individuals through the interns.

In some ways, the sociometrics had acted as a catalyst to release feelings of anger and frustration that were brought on by pressure for self-change and the increasing division of the group in their field placements. Also significant were the instructor's doubts about knowing how to proceed with the group. Responding both to these sessions and the request of the interns, the instructors started to participate heavily in training sessions rather than often sitting back and letting the chief instructor run the sessions. An interesting and critical point was reached when the interns now began expressing resentment at what they saw as being "taken over" by staff, in response to which they moved quickly toward accepting fuller responsibility for themselves and their behavior.

The issues underlying this period of conflict seemed to be: (1) need for techniques in group sessions to focus around issues instead of personalities; (2) need for methods of dealing with extreme individual reactions, such as threats of leaving the program; (3) questions about the place and effect of action research in the program; (4) specialized training program; and (5) the complementary effects of the interaction between interns and instructors.

During the first weeks of the third month another crisis arose. An intern with a history of problems related to alcoholism had moved his place of residence to the vicinity of Baker's Dozen. After working hours, he had, while drinking, engaged in "unbecoming" behavior on the streets, and neighborhood people were raising this issue with the other interns. The Baker's Dozen interns notified the training staff who, after ascertaining the facts, recommended the dismissal of the intern from the program. When this decision was made by the director of the program, it was brought back to the group for discussion. Reactions to the dismissal ranged from acceptance to guilt to guilt and anger.

Again, the Urban League interns felt separated from the main group and reacted with accusations and hostility until they were acquainted with the full facts. The discussion stemming from the dismissal centered around appropriateness of behavior in a program of this kind, ambivalence about "informing" on a group member, specific kinds of help the Institute could offer when personal problems arose, and the nature and ramifications of "covering up" and whether it aided or impeded the process of group and individual responsibility. In regard to the latter, it became clear at this point (through their own admission in group sessions) that various interns had been "covering" for the dismissed trainee when he had slept or been drinking on the job. In fact, several interns had drunk with him and on occasion had brought beer to work.

It also turned out that individuals in the group had long been aware of his problem and had spoken to him about it at various times. In fact, this issue might not have been brought to staff attention at all had it not been for a peculiar juxtaposition of circumstances: (1) a phone call from a citizen alleging that interns were having wild drinking parties; and (2) the intern in question's denial of the seriousness of his behavior was so intense, as well as the relationship of the behavior to his job.

As the training moved into the third month, the emphasis shifted to termination of the field work placement at Baker's Dozen, and preparation for interview, selection and core group work with aides.

Again the question was raised as to how the Urban League interns could participate. It was felt that their experience in individual counseling would be invaluable in helping the group prepare for interviewing and in the actual interview process.

Reaction of the interns to interviewing the aide candidates was positive and enthusiastic. Both momentum and anxiety increased as aide groups were discussed and the process of selection got underway. The interviewing, in which tape recorders were used, went very smoothly, with the interns exhibiting poise, confidence and warmth to the applicants. When interviewing terminated, however, the interns were left with the problem of selecting a group of 43 aides out of the applicant population of 62. At first, they arrived at selection criteria which they felt were meaningful, but which they found inapplicable to the practical situation. These criteria were: geographical location, educational level, length of time in Washington, D. C., number of dependents, and sex. In attempting to apply the criteria to the aide candidate group, they were found to be impractical, either because there was no significant spread along these dimensions or because relevant data were either missing or confusing (for example, some interns did not consider relatives other than the mother or father as "family").

Eventually, in cooperation with the research staff, the decision was reached to select a random sample with approximately equal numbers of males and females. A basic problem in reaching this decision was the feelings of various interns that some applicants needed the program more than others. For example, it was felt that dropouts were more in need of the program than high school graduates; that those currently employed were less in need than those who were unemployed; that applicants who acted "wise" or "tough" needed the program more than those who related passively, and that those who had children were more in need than those who were single. From this a major discussion arose regarding the question of need, how it could be assessed, and finally a restatement of the purpose and goals of the program, i.e., that it is essentially an experimental demonstration of various hypotheses, and not a service entity. It could not serve the purpose of a therapeutic or a welfare agency, but rather was concerned with testing the efficiency of this training program on a variety of people having a variety of needs, motivations, and backgrounds within the poverty population.

At the close of the three-month period, the interns were evaluated. This process consisted of a self-evaluation, supervisory evaluation and critical comments from senior staff involved in the program. The response of the interns indicated some anxiety and concern. Evaluation was looked at as a possibility for dismissal. For a number of reasons, the training program had generated a kind of atmosphere in which it had been assumed that none "failed" or was dismissed except for extremely deviant behavior. However, the policy of the training program (albeit not always made clear) was that irresponsibility, negligence, poor performance, etc., were issues that would be discussed with and submitted to the trainees as areas and problems for growth and improvement. At various points in the program the trainees expressed sentiments such as: "When I get a job I'll act differently" or "In a regular job I know I'd be fired for this" or "I wouldn't say this on a regular job." If there was anxiety in this area, then it seemed to center on wanting to do well in the eyes of the staff and the peer group, rather than narrowly focusing on dismissal from the program. Concern also centered on who would see the evaluations, and possible avenues of appeal. The evaluations, when completed, were shared with the interns in individual conferences, while additional evaluative material was included from on-the-job training performance.

Parenthetically, services of the case work consultant were requested at three junctures in the first three-month period. The nature of the contracts were in reference to the dismissal of one intern, one exploratory interview for therapy, and one completed referral.

In summary, during the period described here, the group began to form the beginnings of what might be called a professional identity. This could be seen in changes in manner of dress and speech, as well as in looking for reasons underlying specific behavior and a consideration of contributing factors to given situations. Interns began to think about alternatives in problem-solving and to consider their personal behavior in the light of job stability and their involvement with people in the community.

As they learned more about community structure, they began to consider the possibilities of their own impact and contribution. Their thinking seemed to be increasingly geared toward how they could affect existing problems and the alternative channels they might select for such activity.

They seemed to take on a new sense of responsibility toward the community and to examine themselves, each other, and persons they met in the light of what they contributed or were potentially able to contribute to the situation. The focus seemed to move gradually from preoccupation with self to concern for others.

As they moved into authority roles as group leaders and employment counselors, they tended to be less totally condemnatory and more willing to consider a variety of aspects of others in authoritative positions. In the process they began to individualize more and sterotype less. Their growing ability to question, criticize and evaluate also reflected an increase in self-confidence. As their ideas were given serious consideration by the training staff and their peers, they became more aware of themselves as thinking persons and the responsibility this carries. Their demands for new knowledge increased as they progressed in their learning. Several interns began to think about and make application to college. A group of nine requested remedial instruction in addition to the training program. This action involved two major steps: (1) an expressed recognition of their academic deficiencies and (2) active steps to overcome them. The implications of this group and its purpose involve not only acceptance of the professional role, but taking steps toward preparing to improve their functioning in that capacity as well as the conviction that they could do so.

On the debit side, the division of the group of 15 interns into two units, each of which required specialized techniques, resulted in "factional" disputes and antagonism. While academic content was geared to both field settings, emphasis was clearly focused on youth groups, rather than individual counseling. In this way, the program sometimes tended to play up individual conflicts rather than uniting the interns around common goals. Moreover, confusion often existed about the nature of the intern group, whether it should function as a class, a group, or some combination of both. Both a cause and result of this were inconsistencies in the behavior and approach of the training staff, and a lack of clarity among the group members about the nature of what was required of them and their relationships with one another, accurately reflecting quite similar problems among the training staff.

On-the-Job Training at the Baker's Dozen Center[3]

The ten interns who were assigned to Baker's Dozen to gain experience as recreational group leaders were in "the field"

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[3] The Baker's Dozen Community Mental Health Center for Youth is a demonstration center operated by the Institute for Youth Studies and the Center for Mental Health at Howard University.

4 hours per day. The supervisory responsibility was divided between two training staff instructors who had supervisory groups of five interns each. The purpose of the group the interns were to lead was to help the youth learn to make meaningful decisions and successfully interact with others in the context of group decision-making processes. The interns' role would be to: (1) help the group arrive at decisions; and (2) help the youth adjust to group interaction. The base of operations was the Center. In order to have the youth (who resided within a five-block radius of the Center) identify with the agency, groups met and were dismissed from the Center, even if the activity for the day took place outside the Center.

As part of their orientation, the 15 interns visited Baker's Dozen on their first day of work, July 12, 1965. Wednesday, July 14, 1965, was the first day of actual field work. Before the interns had come to the agency, two Baker's Dozen staff persons had started recruiting youth for the interns' groups, the majority of the children being former group members of social work students assigned to Baker's Dozen during the second semester, 1965. When the interns entered the agency, however, some groups were at half strength--some leaders had no group members, and had to recruit additional youth, as well as contact those assigned to their groups. A procedure was set up so that supervisors from the Institute would help interview all the children the interns brought in. Through this method, some groups were brought up to an almost minimum strength. Initially, two interns worked jointly with one group which was composed of eight or nine youths.

Limited office space was arranged at the Center to accomodate the 10 groups of youth led by the interns. The groups met four times a week, with one day set aside for a workshop and/or group supervisory conferences. Although a true workshop session did not materialize, the time was used effectively as an extension of supervisory sessions. Since space was at a premium, groups met in split sessions throughout the afternoon.

Each meeting was written up by the intern, both to observe movement in the group and to help him evaluate his own effectiveness with the group.

As already mentioned, the interns were in the agency for a two-fold purpose. They were to learn how to work with groups of youngsters, and they were to help them have an enjoyable summer. They were also to assist their groups in scheduling activities in which members were interested. This schedule was submitted weekly to a Baker's Dozen staff member, who tried to coordinate the activities of the ten different groups so that everybody would not plan to do the same thing at the same time. A master schedule of activities, including swimming, softball, basketball, pool, ping-pong, and movies was mimeographed weekly. However, both equipment and money for activities were in short supply, particularly during the first 9 weeks of the program. The key words that characterized this period were "creativity and improvisation." For example, some groups walked many places, some interns drove their members in their own cars, and some spent their own money in order to get their groups in various activities.

Other frustrations arose within the group when various activities which had been planned early in the training had to be cancelled because of conflict in schedules or lack of money. All the groups made an effort to adjust to functioning in a world where money is necessary. One girl's group had a bake sale; a boy's group gathered and sold clothes hangers to neighborhood cleaners. Some interns spent their own money on the assumption that it would be reimbursed during the orientation period by Baker's Dozen staff. When they later learned this was not true, enthusiasm was dampened as this seemed to be one more in a series of disappointments. However, none became immobile as a result of what sometimes seemed an impossible situation.

About midway through the program, some of the groups dwindled to one or two members. This was a cause for concern, particularly since the leaders of these groups noticed that their peers were enjoying a degree of "success" with their respective groups. Interns whose groups were below the minimum of five members went back to the neighborhood to recruit additional members. Baker's Dozen staff helped by pointing out densely populated areas where children were not aware of the Center. Recruitment for the Center was a particular problem at this time due to many other programs in the area such as Widening Horizons, W.A.Y., schools and churches offering free lunches, Vacation Bible Schools, playgrounds and the regular summer school. Despite this competition, the interns were able to attract more youth for their groups. As was previously done, the Institute supervisors interviewed these new youngsters and completed the appropriate agency form. The tendency to take the youth away from the intern who brought them in was lessened this second time. It was also decided that the agency would issue membership cards to group members. There was some question, however, as to whether their identification was with the individual intern or with the agency.

The leaders started off at various paces. Those who had essentially intact groups (i.e., youth who knew each other outside the agency) had an easier time than leaders who started off with youth who didn't know each other. In addition to the interns overcoming their own anxieties about their roles there was some problem about cliques. An interesting example occurred when one group with two leaders was divided in half and the members of a clique already in this group were also divided. The boys protested by delivering an ultimatum to the interns' supervisor that either they stayed together or would all leave the program. It was finally decided to allow them to stay together. On the whole, however, those youth who started in the program remained throughout.

There was a wide variety of activities within the boys' groups, including swimming, baseball, basketball, fishing, peach-picking, barbeques, movies and hikes to a local park. The girls often went to movies, fashion shows, went skating, baked, or just talked about "life" and problems. As the summer progressed, the activities became more varied and increasingly were held outside the neighborhood. The male groups, in particular, carried on almost all their activities outside the agency. Toward the end of the summer all the groups went to a beach and to a national park for picnics.

The character of the groups varied widely. In viewing the dynamics involved, it is difficult to separate the leader from his or her group and vice-versa. As mentioned earlier, those groups which had been previously formed had an easier start. However, sometimes it was leading him. The intern in charge of the clique of boys mentioned above had not been able to involve them in making any kind of decision or new ways of looking at their own behavior. While his group went on many trips and in general had a good time, the leader commented that his role was really as "one of the boys." One of the female groups composed of girls from the same block had the same problem. It wasn't until the middle of the summer when an internal rivalry almost split the group, that the leader was able to step in and begin to rebuild in terms of initial goals. The other female group did break up in the middle of the summer because of persons leaving town for camps, or lack of interest. This leader then recruited a new and larger group which remained strong throughout the rest of the summer.

The groups also had various ways of structuring themselves. All, except one, had a name and the majority had elected officers (including both female groups). All the interns became quite attached to their groups, and some worked with them on week-ends: two of the interns continued to see their groups after training was completed.

Toward the end of this first phase of training, concern grew among the interns as to what would happen to "their kids." Some interns felt their groups would not continue to come to Baker's Dozen because it had done nothing for them. Also, there was a "coolness on the part of the Baker's Dozen staff that was interpreted to mean they were not interested, or did not care about the interns and their groups there. To compound some of the difficulties, a group of mental health aides started their training approximately six weeks after the interns had been at the Center. (This group was part of another project being carried on by the Institute and the interns felt that they received preferential treatment). The interns felt better about leaving their groups after they learned that graduate students from the School of Social Work would take over in the fall. Before leaving, they met with the agency director to express some of their feelings. The session was successful and the interns came away with a better understanding of the situation. For example, they did not know Baker's Dozen was a part of the Institute in spite of the fact that this relationship had been explained during their orientation.

Throughout this first phase the interns were quite responsive to supervision. They originally expected the instructor to give them "the" answer for a tough problem and then felt this answer should work. When they were asked to help the instructor arrive at some possible solution or plan for a problematic situation, they accused him of not "telling" them anything. This method of supervision did not deter them from bringing issues to the sessions even though they were "surprised" that the instructors did not know at all, and instead encouraged discussion around possible solutions. Initially, the interns were not too comfortable with disagreeing and proposing other solutions. This ability developed gradually, and only after they could "read the system" and saw this was expected of them.

Generally, the interns did learn something about group leadership, supervision, and perhaps importantly, some of the kinds of problems that can arise in working with an agency. In spite of frustrations and conflicts they developed close relationships with their groups, and had a chance to perceive something of their own efficacy in a new role before having to "officially" practice it, as core leaders in the aide program. Much of this experience again points up the variety of issues that arise in arranging and carrying out on-the-job training placements and indicates the need to be aware of and plan for as many as possible prior to starting a program.

On-the-Job Training at the Neighborhood Development Center

The initial plan for training the five interns at the Neighborhood Development Center was to assign each to an Urban League counselor. An effort was made to involve the counselors in the Institute's training program by having them attend periodic academic sessions with the interns so that they would have some knowledge of the instruction given trainees.

Early in the program, however, friction developed between the counselors and the interns. The counselors, especially those who were relatively unqualified, saw the interns as threats to their own jobs. They reported to the training staff that interns were naive, immature, and could not counsel adults. As a result of this attitude, for one week interns were relieved of all counseling duties and were used as office boys. To solve this problem a meeting was arranged between the Urban League, the United Planning Organization and the Institute.

The Assistant Director of UPO's Manpower Program re-defined the issue, i.e., that trainees were in the true sense "interns" and could expect, if the quality of their work merited, to advance to the full salary of counselor. Once this issue was clarified, interns were reassigned their caseloads, but under different supervision.

A problem also arose within the total intern group, that is, between Baker's Dozen and Urban League trainees. At one point in academic training, emphasis was on group dynamics and management. This was not relevant for Urban League interns, since they were not leading groups. To maintain their status in the overall group, the Urban League compensated by talking about how important their jobs were, e.g., how they had to dress well at all times.

For about 3 weeks training ran smoothly. The interns were active in Urban League staff meetings and helped in making agency decisions. Their caseloads increased rapidly and they became more and more identified with the agency. Training evaluations during this time were consistently in the "highly satisfactory" category. In the training group, however, the feelings and resentments about the different placements continued to cause problems. This was particularly evident in the behavior of one Urban League intern.

During supervisory discussion of the issue, it was pointed out that there was in fact unity in the larger intern group and that it was each member's responsibility to maintain this unity. The intern in question at first elected to leave the program over this problem. Following a group session with all the interns present, however, he decided to stay.

Throughout their on-the-job training at the Urban League, interns expressed opposition to being left out of decision-making, to being used as "moving men" and to not being addressed by their full names and titles, as were other counselors on the staff. Gradually they became aware that they themselves had to deal with these situations. For example, a roster was compiled by the Urban League listing each counselor by his full name, telephone extension and location. Interns were grouped together by last name only, under the heading "Interns." They repossessed all the roster sheets, wrote in their full names, extensions and locations and redistributed the roster.

Situations like this made the interns recognize a need for more training. The impact of their entering a professional position made them realize how important it was to keep accurate records, to establish rapport, and maintain confidentiality. The question of how much one should become involved in any one case arose and led to a consideration of the problems that too much involvement can generate. Perhaps most significantly, four of the five interns in this group were among the nine who asked for, and have been provided, remedial help in preparing for the entrance examination for D.C. Teacher's College.

The following is a list of some of the ways in which the training staff instructor functioned as liaison between the Urban League and the Institute:

1. Before training started he explained the program to the Urban League counselors during one of their staff meetings.
2. He visited the agency weekly to see the interns at work, and discussed problems with their supervisors.
3. He attended agency staff meeting once every two weeks to see how the interns functioned in this situation.
4. He created a pleasant working atmosphere between the placement and training agencies by showing concern for agency goals.
5. He kept the Urban League informed of the Institute's weekly training schedules, making it possible for the agency to plan its own weekly program.

CHAPTER V

ASSESSMENT OF TRAINEE PERFORMANCE

The purpose of a training program is to provide the trainee with the skills and knowledge necessary for adequate job performance. Accordingly, the trainer needs to ask, "What does the trainer need to teach?" while the evaluator needs to ask, "Did the trainee learn what was taught, and has it enhanced his job performance?" It is clearly easier to evaluate whether learning has taken place, through pre- and post-measures of knowledge, than to demonstrate the effect of such learning on job performance. The latter would entail a series of controlled situations where learning input would be varied and performance closely scrutinized. This is difficult enough in a laboratory situation and even more so outside the laboratory. Nevertheless, the task of the researcher in the training program was to evaluate both the amount of learning and to the extent possible, its effect on job performance.

The training staff, in addressing itself to the first question, i.e., what needs to be taught, outlined curriculum which is presented in Appendix A. Essentially, this curriculum included the following subject areas: Poverty, Human Development and Problems of Youth, Group Management, Community Resources, and Individual Counseling. One task of the research staff was then to develop instruments to measure learning in these subject areas--two were developed (see Appendix B). The first, an Information Test, was compiled from a series of sample questions submitted by the training staff responsible for instruction in the different subject areas. This test covered four major curriculum headings: Human Development, Perspectives on Poverty, Local Agencies, and Individual Counseling. The second test, Group Process Analysis, was constructed from a group protocol developed for instructional purposes. Several questions relating to an identification of the leader's role and mode of interacting with youth were extracted from the protocol and used to test the learning of principles and techniques of group management. In both cases the instructors provided a master answer sheet which was used as the basis for scoring the trainees' responses. Answers corresponding to those on the master answer sheet were given a score of plus 1, while those judged as disagreeing with the master sheet were given a score of minus 1. A difference between correct and incorrect or plus and minus scores was obtained, and this was the net score. The same procedure was followed in scoring both pre- and post-test responses. The differences in pre and post scores for both tests were analyzed by means of a sign test, and it was found that the differences were no greater than what could be accounted for by chance (Table V).

TABLE V

GROUP PROCESS ANALYSIS

Sign Test: Net Pre and Post-Test Scores

Counselor Interns	Net Scores		Sign
	Pre-Test	Post-Test	
Intern 1	0	-2	-
Intern 2	+6	+8	+
Intern 3	-6	+5	+
Intern 4	-2	+4	+
Intern 5	-5	+5	+
Intern 6	+5	+4	-
Intern 7	-7	0	+
Intern 8	+3	+7	+
Intern 9	+3	+6	+
Intern 10	+3	+8	+
Intern 11	+3	+6	+
Intern 12	+1	-3	-
Intern 13	+1	+2	+
Intern 14	+5	+3	-

Although statistically there was no significant increase in learning, it is clear from both an inspection of the individual scores and an examination of the pre- and post-test responses that most of the trainees did show improvement in their grasp of the materials presented during training. In the Information Test, for example, the trainees indicated an improvement in their ability to delineate and specify the psychological changes in the stages of human growth, and to a lesser extent, the social and emotional changes. In addition, they evidenced a marked increase in information about local agencies and community resources, and they proved exceedingly able to accurately identify the kinds of services offered by these agencies. On the other hand, they appeared less adequately equipped to accurately differentiate between an agency's official list of services and its capability to provide these services, and most seemed also unfamiliar with the mechanics of agency referral.

A considerable amount of learning was also evidenced in the post-test responses to the group process analysis instrument. Significantly, the trainees had assimilated a new terminology as well as an understanding of its correct usage. For example, the leader who had been described in the pre-test as a "laissez-faire" leader who suggested and helped but did not push. In addition, they appeared more sensitive in analyzing the leader's role and in understanding the way in which it can influence and affect a group. For example, in the pre-test the leader's perception of his role was described as not too positive--very agreeable, and in the post-test as "being there to assist the boys when necessary; letting the boys know they could depend on him."

In many ways these instruments proved to be a reflector of the intensity of training, for those content areas which were well covered were adequately learned by the trainees, and conversely, those areas that were briefly touched on were poorly learned. Intensity of coverage, in fact, seemed to be a more important factor in learning than method of presentation of material which ranged from a straight lecture, to a lecture

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followed by a discussion, to a more direct exposure through field trips.

In their own evaluation of the training program, the trainees said that they preferred the latter two methods of presentation. They felt that some of the most interesting sessions were those in which the instructor presented the major ideas of his subject and then used the presentation as focus for discussion and exchange within the group. They also felt that field visits to community agencies were an exciting and involving way to learn about the range of services that an agency offers, and that it was valuable experience to get an inside view of the agency.

Although it is clear from the feelings of staff, as well as trainees, that the program provided a rich learning experience for the trainees, there were also some weaknesses in the curriculum.

Perhaps most striking, according to the trainees' evaluation, was the lack of an integrative framework and link for the various curriculum areas. Insufficient time was spent on providing an overall picture of the structure of the community and of the place of the service agencies within this structure. In addition, the role of the training program within the community needed to be spelled out earlier in the training program. It was also felt that some of the major curriculum areas were presented in a fragmented fashion, with too little time spent on the interrelationship of one area to another.

Performance on the Job

In order to evaluate the effect of training in on-the-job performance, a bi-weekly supervisor's evaluation form was developed to be filled out by the trainee's on-the-job supervisor. The trainees placed in the Urban League's Employment and Counseling Center program were evaluated by their job supervisors who were employees of the Urban League, while the trainee placed in the Baker's Dozen Community Mental Health Center program were evaluated by their supervisors who were employees of the Institute for Youth Studies and instructors in the Counselor-Intern Training Program. The evaluation form focused on the trainee's grasp of the operational context within which he functioned, on his skill in performing the variety of tasks that were expected of him, the strengths and weaknesses he brought to the job, and changes noted in his performance over time.

As can be seen in Table VI, most of the interns (11 out of 14) showed improvement in their job functioning during the course of the training program.

TABLE VI

SUPERVISOR'S EVALUATION OF TRAINEE'S PERFORMANCE AT TWO POINTS IN TRAINING

INTERNS	POINT I	POINT II	CHANGE
1	2.6	3.5	+
2	1.7	3.2	+
3	2.8	3.2	+
4	3.0	3.0	0
5	2.6	2.8	+
6	3.3	3.7	+
7	1.2	3.2	+
8	2.4	3.2	+
9	3.3	3.5	+
10	2.6	2.4	-
11	2.6	3.0	+
12	2.5	3.2	+
13	2.9	1.2	-
14	2.9	3.1	+

The interns familiarity with their agency's goals and methods of operation increased over time, and in addition, they evinced greater commitment to their work and greater skill in performing their jobs. In spite of a considerable amount of growth and change observed, however, some of the trainees working with groups experienced insecurities in their roles as group leaders, and difficulty in understanding and appropriately responding to situations that developed in the group. Many of the trainees, regardless of field placement, had trouble with recording, and one of the most frequently cited weaknesses was an "inability to record descriptively." Most of the trainees, however, were considered by their supervisors to be serious and committed to their work. In the performance evaluation submitted by supervisors at the end of the first three months of training, all of the interns were judged to demonstrate creativity and initiative in performing their tasks, and more than two-thirds were regular and punctual in attendance, prompt in submitting reports, and responsible to their duties (Table VII).

TABLE VII

NUMBER AND PERCENT OF INTERNS
HIGHLY RATED BY SUPERVISORS ALONG
A NUMBER OF PERFORMANCE DIMENSIONS

Dimensions of Performance	Number of Interns Rated Good--Excellent	Percent of Interns Rated Good--Excellent
Creativity and Initiative in Performing Tasks	14	100%
Regularity and Punctuality in Attendance	11	79%
Promptness in Meeting Report Requirements	10	71%
Behaves responsibly towards Duties	10	71%
Seeks Clarification about Responsibilities	9	64%
Makes use of Outside Resources	5	36%

It is important to point out, however, that there was really no set standard against which to measure trainee performance. In both of the settings in which the interns were placed for on-the-job training, the roles which they ultimately were to perform were still being evolved. Job guidelines had been established, but many of the specifics had yet to be pinned down. In addition, the trainees represented a new kind of personnel to supervisors who were experienced primarily in supervising other professionals. Thus the crystallization both of job roles and expectations were affected to some extent by trainee performance. Testing out trainee roles in turn influenced supervisory standards and expectations.

The Training Staff supervisors, for example, had a lower expectation about the trainee's capability for handling group problems than the trainees had. In their responses to a Self-Assessment instrument administered to the trainees, staff members anticipated that the trainees would feel unable either to handle a number of group problems or handle them without the support of a more experienced person--much more so than the average trainee in rating himself. (The mean score of the trainer's perceptions was 1.8 as compared to a mean score of the trainees' perceptions of 3.0). In a post-training retest however, the trainers indicated much greater confidence in the trainees' capabilities and closely approximated the trainees' own perceptions. (The mean score of the trainer's perceptions was 3.1 as compared to a mean score of 3.2 for the trainees).

The self-assessment instrument dealt with three kinds of roles that the trainees would be called on to perform. One was concerned with planning and implementing meaningful activities for the group and generating group interest and participation. The second called for the leader to deal with a variety of group problems that might develop in the course of the group's functioning. This included absenteeism, assumption of responsibility, and the development of group discipline and control. The third area consisted of situations challenging the leader's role in the group. As can be seen in Table VI in the post-test, only slightly more than half the trainees indicated greater feelings of comfort in dealing with the whole range of group problems presented to them. Looking at these problem situations by category, however, there was a slight increase in feelings of security in coping with situations that contain a direct challenge to the leader's rold. (Pre-test mean of 2.6, Post-test mean of 3.1, Table VII.

There are a number of possible explanations or interpretations of this data. One is that the negligible change observed in trainee self-assessments resulted from an inflated assessment in the pre-test and a more accurate one (based to some extent on a testing-out of skills in the on-the-job phase of training) in the post-test. It might also reflect, though this is not supported by other data (trainee evaluation of program and informational tests) a dissatisfaction with what the training program provided, and a feeling of not having learned anything. The change in supervisor's perceptions of trainees provides even more exciting food for thought and discussion. The initial low perception of trainees' skills and consequent increase in this perception might reflect an accurate evaluation of trainees at the beginning of training and a recognition of improvement following the completion of one phase of training. On the other hand, it might reflect an inaccurate (maybe prejudicial) assesment of trainees in the early training period, and a more accurate assessment (based on systematic contact and observation) later on in training. It might also reflect the trainer's implicit commitment to training and its efficacy, so that the trainee, almost by definition, cannot be as competent before as he is after training.

TABLE VIII

MEAN SCORE OF RESPONSES BY CATEGORY OF QUESTIONS INCLUDED IN COUNSELOR-INTERN SELF-ASSESSMENT INSTRUMENT

Interns	Pre-Test Category of Questions*			Post-Test Category of Questions		
	I	II	III	I	II	III
1	2.3	2.9	1.7	2.7	3.2	2.7
2	3.7	3.5	3.2	3.7	3.4	3.2
3	3.3	3.4	2.7	3.0	3.6	3.0
4	4.0	3.6	2.3	4.0	3.9	3.7
5	2.7	3.5	2.7	4.0	3.4	3.0
6	3.3	3.2	2.8	4.0	4.0	4.0
7	4.0	3.5	2.5	3.7	2.6	3.7
8	3.0	4.0	3.3	3.3	3.6	3.5
9	3.7	2.9	1.5	3.7	2.9	1.8
10	4.0	3.7	3.0	3.7	3.4	3.3
11	3.7	3.3	2.5	3.7	3.0	2.3
12	2.3	3.3	2.2	3.7	3.5	3.5
13	2.7	3.6	3.0	2.3	1.9	2.7
14	2.7	3.6	2.8	3.2	3.5	3.2
Overall Mean	3.2	3.4	2.6	3.4	3.2	3.1

*Category I refers to the leader's feelings about planning and [see bottom of following page]

These interns responded to the situation on the basis of a four point scale.

1. Feel you could not handle it without first discussing it with someone more experienced in running groups.
2. Would feel more comfortable if you had someone there to support you.
3. Feel you would find it difficult but probably could handle it.
4. Feel that you could handle it without too much difficulty.

TABLE IX

PRE AND POST-TEST ANALYSIS OF CHANGES IN RESPONSE TO SELF-ASSESSMENT INSTRUMENT

Intern	Pre-Test	Post-Test	Change
1	2.4	3.3	+
2	3.4	3.3	-
3	3.2	3.3	+
4	3.2	3.8	+
5	3.0	3.3	+
6	3.2	3.0	+
7	3.3	3.2	-
8	3.6	3.5	-
9	2.6	2.8	+
10	3.6	3.4	-
11	3.1	2.8	-
12	2.6	3.5	+
13	3.3	2.3	-
14	3.1	3.4	+
Overall Mean	3.0	3.2	

*(continued from previous page)

implementing group activities and generating group interest and participation.

Category II refers to the leader's feelings about handling problems of group discipline and control.

Category III refers to leader's feelings about handling situations directly challenging his role and status in group.

In summary, it has been suggested that most of the trainees demonstrated a considerable amount of learning in most of the major curriculum areas covered, and that learning was more related to depth and intensity of coverage than to method of instruction. In addition, the trainees' supervisors felt that the trainees had shown improvement in their job performance, in their grasp of agency operation and procedures, and that they evidenced real commitment to their work. Problems with detailed and descriptive recording were indicated as a fairly pervasive weakness, while regularity and punctuality in attendance proved to be a problem for about a third of the group. Supervisory expectation of trainee capability increased over the course of the training and came to more closely approximate trainee self-assessments.

Although improvements in trainee performance as a result of training is noteworthy, the real test of success in training occurs once the trainees leave the protected atmosphere of the training institution and independently function on the job. The results reported above, with the exception of the evaluation given the trainees placed as employment counselors at the Urban League Neighborhood Development Center, were based on performance assessment in job situations approximating ones that the trainees will fill at the end of training. This being the case it is conceivable for a trainee to function poorly in his training assignment, and quite satisfactorily in his post-training position. Of course, the converse of this can be equally true. Thus the evaluation discussed above must be viewed as an interim one, dealing largely with performance in training roles, and having perhaps little predictive value for other roles in other settings.

Rather than recapitulate the major findings of the program, in what follows, we will attempt to point to some general issues that were raised, and their implications for both replication and change. This will incorporate data and findings from the last two phases of the program which are still being gathered and analyzed. Some tentative conclusions, however, can be drawn.

It is already clear at this writing, that, as in a number of other training programs for disadvantaged youth carried out by the Institute for Youth Studies, risk category assignment did not accurately predict successful on-the-job performance.* That is, whether or not a trainee was initially judged to be well or ill-suited for counseling activity did not always correlate with ratings of his actual functioning later on the job setting. We have, of course, long known that such prediction is minimally effective under the best of circumstances. Under conditions where a population about which not too much is known is to be trained for a job which is itself unclear, and with which they have had little experience, the problem is even more confounded. Already pointed to in the report is the possibility that initial ratings tend to be based more on a generalized ideal of what the person should or should not act like in the role for which he is to be tained than on any valid assessment of actual capability. When this ideal then permeates the training program and evaluation of trainees, there is some likelihood that initial predictions will be correct, in the form of a kind of "self-fulfilling prophecy". Where this ideal is critically and continually examined, revised, and perhaps even discarded in light of actual activities and performance, there is a much greater likelihood of "unknown" talents coming rapidly to the fore. [1] There is a suggestion that this is what took place, as seem in the change in the instructional staff' expectations about the trainees during the first three months: seeing them as more capable as the program progressed, while the trainees" own expectations for themselves remained fairly constant. Certainly, this is a theme many times repeated in the account of the program, with its emphasis on challenging long-standing premises and notions of both staff and trainees in a group context. As we have written before elsewhere, it minimally underlines the importance of not arbitrarily screening out individuals from programs such as these on the basis of background data or even initial interview material alone. Within broad limits, there are potentially a great number of individuals within the disadvantaged population who may not "pass" on the above measures, using commonly held criteria, but who have a great deal to contribute to the human services.

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[1] This is an extremely important finding confined repeatedly. It has direct bearing on issues of recruitment and selection and is an important consideration to present in the face of stereotypes as to who is "qualified" or "able" to benefit from New Careers Training and help "vulnerable" populations in Human Service Activities. It confirms the importance of screening in rather than screening out on the basis of pre-existing selection criteria which are based on little if any objective data.

The exact nature of the interaction between expectational bias, as embodied in selection criteria, staff attitudes, training program structure, evaluation instruments, etc., and actual trainee performance has yet to be fully specified and understood.

It is noteworthy, in this respect, to look at the trainees response to the intensive phase of the program. Clearly, a great deal was learned, not only in terms of content, but also in terms of style. Moreover, the amount of learning was more a function of intensity of coverage rather than style of presentation. It does not seem to be merely a matter of repetition, however. Rather, it appears to stem form the chance to go over the same material in a variety of different contexts, and being able to relate a given item of learning to a number of different things and situations. It is therefore not surprising that a major complaint of the trainees was a lack of an integrative structure to the program. One look at the curriculum indicates that there were a variety of semi-discrete topics covered during the training, somewhat loosely held together by a projection of what input was necessary to "create" a youth counselor.[2] This problem was undoubtedly confounded by the fact that the instructional staff were new, and were themselves learning how to integrate the material. Even were this not the case, however, experience suggests that this first intensive phase of training might be better spent with a more restricted range of curriculum topics, but covered in greater depth and with a greater emphasis on providing the trainee with an integrated and basic core of knowledge. Effective counseling, as defined in the preface to this report, cannot be completely "taught" in one short period of time, particularly in items of the range of inputs the counseling person may be required to bring to the group. Opportunities for expanding on the core and moving into new areas should be built into later phases of training and performance to a greater degree than was done in this program.

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[2] This projection was very much determined by the way this particular program was originally conceptualized and scheduled. A corps of well-trained workers had to be prepared in a short period of time in order to take on major responsibility for carrying out an extensive aide training program. The pressure of this kind of commitment and the performance expectations it created had a decided effect on how the scope of the training for the interns was conceived.

While one side of the "expectations" issue has been mentioned, there is another that must also be brought out. The program atmosphere was one that deliberately chose to demand a standard of performance and learning not usually ascribed to the population from which the trainees were selected, nor to the level of perparation which the trainees were at. The "pay-off" in this approach is evident in the earlier discussion of risk-assignments and in the general findings of learning and performance evaluations. As such, the approach served as an effective model for the trainees in their own work with disadvantaged youth, and raised (as do all programs of this sort) some important questions about pre-conceived ideas of who can do this kind of work and what the disadvantaged are capable of. An approach like this, however, also has certain pitfalls that deserve mention.

Some of these problem areas are hinted at in the discussion of performance evaluation. Supervisors tended to see good to excellent performance in the areas of creativity and initiative familiarity with agency goals, and commitment to and greater skill in job performance. While much of this is undoubtedly true, we cannot overlook the possibility that these ratings also might reflect a kind of "surprise" at the trainees' abilities, particularly when compared to the performance of professionals ---a "surprise" born from the fact that there were really no standards against which to compare the trainees and again, their exceeding "expectations" for the population. On the other hand, trainees did have difficulty in "understanding and appropriately responding to situations that developed in the group," in punctuality and attendance, in "descriptive recording," and in "making use of outside resources." In other words, while the trainees were globally seen as capable of doing the work effectively, they simultaneously appeared lacking in several major skill and behavioral areas necessary for the job. The dissonance this creates raises a crucial issue of whether or not the need to maintain another kind of idealized expectation can hamper program staff and trainees from appreciating the real demands of job situations, and thus causing another kind of difficulty.

Some corroboration for this was evident in the later out phases of the program. On the one hand, trainees were generally effective in establishing relations with the client population, in carrying out well⅟delineated agency plans, in gathering information and maintaining contract. They were often, but inconsistently able to come up with solutions to client problems in fresh and direct ways that were surprising to "seasoned" professionals. On the other hand, they were constantly plagued by problems of recording what they had done, understanding and dealing with impasse issues with their groups or clients, relating to professional personnel and institutional structures, and defining their own roles in a meaningful way. Again, part of the problem lies in the "expectation" issue, that of allowing a demand for greater competence and ability and its partial corroboration to distort the perception of the trainee and his role. In this program, this was even more compounded by organizational needs for the trainees after their initial training phase, to move quickly into the status of near-professionals and function simultaneously at a variety of complex tasks, i.e., gathering research data, carrying on liaison with agency professionals, program planning, as well as everyday counseling activity. The paradoxical danger in all of this is the reaction to the disappointment that can set in on the part of professionals when these often unrealistic expectations are not met.

This can lead to a more restricted definition of the nonprofessional's role than is really necessary or called for, or a reversion to a more "therapeutically" oriented approach to the trainees who are now seen as showing their "pathology" when failing to function in an unrealistically "unhealthy" manner.

This suggests several important qualifications on training programs such as the one described. Most important is the need for a continual kind of clarification and definition of the job role for the nonprofessional, based on realistic assessments of what he can offer, what is needed on the job, and who can best do it. This is not an easy task, and requires careful and honest balancing of open-ended expectations about the individuals's capabilities with an appraisal of actual skills and job demands. Particularly when the job is one in the generally undefined area of "counseling" there is all the more need to carefully assess differences between the role of the professional and nonprofessional, and to build a progression of experience, education and growth into the design of the program. The continued development of programs such as this will probably shed more light on this problem, and perhaps lead to clearer role definitions and institutional arrangements than can now be approximated.

It does underline the need, however, for careful evaluation of such program, and importantly, for good supervision.

By this we mean that initial training must be seen as just that, and that continued growth on the job requires continual and easily available access to professional support, education and guidance. One of the problems in this and other programs is that too often the professional sees his job as trainer and supervisor as something additional, something tacked on to his other duties, with the tendency to view and judge the nonprofessional after his initial training as a "finished product." It is rather the case that initial training and continuing supervision are part of the same process, requiring adjustments on both sides if the teaming of the professional and nonprofessional is to be at all effective, and not pervaded by frustrating assumptions of performance, skills, and role. (As pointed to in the report, something of this mutual growth and change did take place during the first three-month period. Pressures and problems of the ensuing phases, however, placed some restrictions on the further development of the process).

This brings up a last point, and a critical one. The three-month data in this report indicate, and further experience confirms, the fact that some extremely basic skills which professionals tend to take for granted remain a problem area for the trainees, i.e., recording, report writing, exam taking, etc. Some nonprofessional training programs tend to downplay these difficulties in favor of emphasizing what the nonprofessional can uniquely offer, things such as spontaneity, communicative talent, problem-solving skill, and directness of approach. It is our contention that while the latter are important, they do not necessarily override the real need to make the trainees, both individually and as a group, aware of skill and attitudinal requirements so as to avoid the stigma of "middle class" bias or the "schoolroom atmosphere" which the trainees are supposed to have rejected. It has been our experience in other programs that this does not have to be the case at all, and in fact, should be a major tenet of the training approach to make the trainees aware of these skill demands, of their relevance to successful job performance, and of their importantance as part of an overall successful job performance, and of their importance as part of an overall training program. This does not mean to revert to some traditional model of "job conditioning" or "skill preparation." The challenge is to meaningfully integrate remedial activities and learning into the training program and to work for success in all areas, rather than in a few, more easily approximated. Training programs of the type described herein often rely on various kinds of "domino theories", that is, by working on one particular aspect of the trainee's learning, functioning, on personality, there is an assumption that all others will fall in line and be effected. It is to overcome such simplistic notions that an emphasis was placed in this program on linking classroom training to job performance, rather than relying heavily on concentration in one area to affect the other. The same kind of integration must also be done with basic skills, particularly if the trainee is ever to move into the wider arena of position exams, certification requirements, and professional mobility. It should also make program staff much more cognizant of the importance of carefully assessing the particular skills required to carry out a particular nonprofessional job, rather than lumping all such jobs together in a fantasied estimate of "what the indigenous nonprofessional can do".

A great deal was learned from this program; a great deal remains to be followed up and analyzed. That the counseling interns could learn to work effectively is clear, although a more exact specification of just what it is that the interns are prepared to do after this initial training is still to be done. What also remains to assess is how and under what circumstances to make maximum use of their effectiveness, both in terms of organizational goals and their own personal development.

APPENDIX A

CURRICULUM - PHASE I

(1) Perspectives on Poverty (20 hours)

Many poor people have intimate knowledge of their own personal poverty, but very little knowledge of understanding of poverty as a national or even a larger community problem. They know "hot it is" in their own neighborhood but because of their lack of opportunity to travel and because of the lack of information that comes into their ghettos, they have very little understanding of poverty and its impact on a nationwide basis. The poor Negro in Philadelphia has little understanding of the poverty faced by the migrant worker in California. By the same token the poor white in West Virginia has little understanding of poverty in Chicago's ghetto areas.

By introducing reading material, guest speakers, and thoughtful discussion we hope to broaden the perspective of the trainees. Our goal is that the trainee will be able to understand the problems of poverty within the context of the national problem and as it influences the lives of his friends, clients, and family.

The readings will include

1. New Perspectives on Poverty Shostak, A.B. and Gombery (Paperback)
2. Manpower Report to the President, March 1965, Labor Dept.
3. O, Say, Can you See, Stern, Helen (Paperback)

Topics to be covered in the course include:

1. Historical causes of poverty.
    - A. social
    - B. economical
    - C. political
2. Who are the poor?
    - A. demographic characteristics
    - B. strength and weaknesses
    - C. poverty as it affects individuals
3. Problems of the poor and an evaluation of specific interventions
    - A. birth-control - population problems
    - B. educational reforms
    - C. medical care including mental health services
    - D. job-training and job-finding
    - E. welfare
    - F. housing problems - urban renewal, public housing-housing code enforcement
4. The War on Poverty
    - A. quality of the interventions
    - B. how long will it last?
5. Middle-class Society Re: the Poor
    - A. do they care?
    - B. do-gooders - a team of derision?
    - C. how much power do they control - can they be pushed too far?
6. Local conditions
    - A. characteristics of the job market
    - B. how well does the school system meet the needs of its students?
    - C. characteristics of the housing market
    - D. how effective is the welfare program locally?
    - E. police - community relations
    - F. are the poor concerned or apathetic - militant or apathetic?

(1) Human Development and Problems of Youth (20 hrs.)

A discussion of the highlights of normal growth and development with emphasis on the interactions between the developing individual and the psychological context in which he functions. Consideration is given to the problems he encounters and the typical range of solutions he utilizes. Attention is also given to common deviations in development and in behavior, their recognition and to various types of intervention.

Lectures, group discussions, films, and readings will serve to enable the trainees to gain an elementary grasp of theories of human behavior as they relate to the field work experiences that are a concurrent element in the training program. Readings will include:

1. The Adolescent in Your Family, U.S. Printing Office
2. Your Child From Six to Twelve, U.S. Printing Office
3. Your Child from One to Six, U.S. Printing Office
4. The School Dropout, NEA

Course content will include:

1. A Survey of Normal and Abnormal Development: development landmarks, critical junctures, psychological changes, basic processes.

2. Major Issues in Psychological Development, And their Bearing on Contemporary Problems of Youth: early deprivation and stimulation, child rearing and family styles, school and learning, peer group relationships, etc.
3. Adolescence: normal and abnormal, including a consideration of the contemporary adolescent in a variety of settings, problems of authority, sex role, work and identity.
4. Common Psychopathology in Children and Youth.

GROUP MANAGEMENT
(20 hours)

The basic method which will be used by the interns is group counseling. This course is concerned with understanding basic group dynamics, methods of group management, and typical maneuvers of adolescents. Protocols and readings will be discussed and the experience of the seminar itself will be observed. Interns will be asked to bring incidents from their field work and on-the-job training groups for analysis. The assigned readings are yet to be selected.

Course content will include:

1. Basic Definitions of Groups.
2. Properties of Groups Relevant to Group Counseling.
3. Different Kinds of Group Counseling:

    Orientation groups
    Core groups
    Remedial groups
    Recreational groups
    Treatment groups

4. Group Stages:

    Beginning the group

Phases of problem development
Group Cohesion

5. The Role of the Leader.
6. Group Maneuvers.
7. The Importance of Evaluation in the Refinement of Group Management.

FIELD WORK INTEGRATION
(38 hours)

The overall context of this part of the program will be group supervision. Here the counselor interns will discuss their groups, the aide program, or any other problems which affect the training program. Continued emphasis will be on maximum interaction among the interns, with the supervisor giving pertinent information or possible alternative solutions to a situation. The supervisors will obtain the background information for their sessions primarily from other training and research staff members in periodic feedback meetings, counsel or interns, aides, tapes and/or transcriptions of group sessions, log books, and staff of on-the-job training agencies.

The goals of the field work integration will be:

1. To help the trainee increase his sensitivity to the dynamics of both the interactions between worker and client and the mutual interaction of the client with his environment;

2. To help the trainee develop his self-awareness and his ability to use himself as an instrument to help others;

3. To develop in the trainee a feeling of security that will enable him to allow the client or client-group to make its own decisions while making sure that they understand the consequences of such decision making.

4. To develop within the trainee the capacity to admit his own mistakes.

5. To familiarize the trainees with the purpose of administration structure, policies and procedures; to help the trainee utilize the administrative structures to accomplish programmatic goals.

6. To develop, within the trainee, an awareness of his own roles and the roles of others in the agency.

7. To enable the trainee to develop the capacity to seek and find information he requires to accomplish program goals.

8. To develop, within the trainee, the ability to communicate relevant information to persons designated by the agency.

REMEDIAL SKILLS
(14 hours)

Many of the clients with whom the counselor interns will work will have been poor students in school. As a result, the majority of them will have reading problems.

It is important that training include the development of remedial skills so that the intern will be able to help their clients learn to communicate effectively, and/or incorporate remedial techniques into their functioning.

Readings, field work, and course content have yet to be specified.

COMMUNITY RESOURCES (Community Action Program) (10 hours)

The Community Action Program is mounting a series of major programs designed to prevent poverty and to combat its effects where it presently exists. It is vital that the trainees understand the nature and scope of the CAP program since it represents a significant opportunity for many poor people to improve their situation in life. Appropriate professionals from each of the following component programs under the CAP will explain their programs to the trainee:

1. Employment Program
2. Model School System
3. Job Corps
4. Neighborhood Youth Corps
5. Neighborhood Development Center

COMMUNITY RESOURCES (Non-community Action Program) (48 hours)

The community offers a wide variety of services to people with specific needs or problems. Many of these services are unknown to the youths that the trainees will be serving. If the intern is to offer his clients a wider range of alternative solutions to problems, he must have a good working knowledge of the services available to the community.

In order to provide trainees with a maximum knowledge of community resources, the trainees will visit a number of community agencies. The visits will be executed by assigning individual trainees to visit specific agencies. The trainees will interview an agency staff member, prepare a written report, present the report to the class, and lead a discussion about the agency.

I. Format for Interview

1. Name of agency.
2. Location
3. Auspices
4. Source of funds
5. Stated function
6. Specific agency services
7. Description of client population
    a. social class
    b. race
    c. geographical location (particularly "pocket of Users")
    d. age
    e. presenting problems
    f. other problems
8. Eligibility criteria
9. Size of Staff
10. Staffing needs

II. Agencies to be visited

1. Settlement houses
2. Church-related social welfare agencies
3. Department of Public Welfare
4. Voluntary family service agencies
5. Alcoholic treatment centers
6. Residential centers for dependent and/or delinquent children
7. Juvenile Court
8. Youth Division of the Police Department
9. United States Employment Service youth centers
10. Planned Parenthood Association
11. Public Housing Authority
12. Urban League
13. Traveler's Aid Society
14. Vocational Rehabilitation Agency
15. Salvation Army
16. Red Cross
17. YMCA, YWCA
18. Legal aid programs
19. Bureau of Public Health Nursing
20. Homemakers Service
21. Maternal and child health service agencies

INDIVIDUAL COUNSELING
(18 hours)

During the course of their training, interns will find it appropriate to provide counseling on a one-to-one basis. To this end, a series of nine sessions will be devoted to individual counseling. Group discussions, readings, visual and auditory aides will be used.

Readings will include selected papers and Guidance and the School Dropout - NEA.

The basic goals of the course are to help the intern:

1. Understand the problem
2. Present a variety of alternatives to his client
3. Help the client seek his own solution
4. Make appropriate and effective referrals

Specific concepts to be dealth with include:

1. The nature of objective and subjective fact
2. Problems involved in making judgments
3. Ambivalence
4. Rapport
5. Self-awareness and the control of feelings
6. Acceptance
7. Confidentiality
8. Dependence and independence
9. Manifest and latent problems

RESEARCH AND EVALUATION
(20 hours)

During the interns' participation in the training program they will be members of a research team whose mission is to evaluate the Institute's application of the New-Careers-for-Indigenous-People principle. They will collect data, keep records, help select aide candidates, and continually evaluate their own practice.

To enable them to play a meaningful role on the research team, they will receive 20 hours of instruction in basic research techniques as they will be applied in the OMAT program. The trainees will be taught the basic concepts of action research, the principles of quality control, and the importance of working with other members of the research team.

Related Readings: (all by Institute for Youth Studies)

1. Design for Counselor Intern Evaluation.
2. Design for Aide Training Evaluation.
3. Manual of Research Instruments and Procedures.
4. Training Report C.S. #13 - Designs for Evaluation of Training Programs.
5. Community Apprentice Report.
6. Pre-School Aide Report.

Research and Evaluation

I. Purposes of Training Evaluation:

- a. Development and refinement of training models.
- b. Evaluation of training program in terms of its rehabilitative value for disadvantaged youth.
- c. Development of a body of data on youth in the working situation.
- d. Program monitoring--feedback for training staff (to keep program honest).

II. Overview of Evaluation Design:

Input - Intervention - Outcome Model

- a. Input data
- b. Intervention data - Role of training staff.
- c. Outcome data

  Kinds of data
  Methods and problems of collection
  analysis.

III. Review of Previous Aide Evaluation:

- a. Community Apprentice Program
- b. Pre-School Aide Program

IV. Overview of Evaluation Design for Aide Training:

- a. Evaluation procedures.
- b. Evaluation instruments.
- c. Role of training staff in evaluation.

V. Development of Skills In:

- a. Interviewing
- b. Observation and recording

ROLE OF CORE LEADER IN AN AIDE TRAINING SETTING
(4 hours)

Many of the interns will find themselves in the role of core group leaders during the course of their training. This role is a new and relatively demanding one which requires a firm understanding of agency structure, professional and non-professional roles.

Much of the interns' training in this area will take place in their field work and OJT settings; however, the basic principles of bureaucratic structure in a human service agency will be discussed in class early in the program.

FIELD WORK
(220 hrs.)

The goal of the field experienced will be to provide the interns with a controlled practice experience. During this course the trainee will be helped to integrate the material taught in the classroom with his own developing skills in working with people. Experiences in group and individual counseling will be provided. As much as is feasible, the intern will function as a staff member of the agency in which he is placed.

APPENDIX B

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INTERACTION QUESTIONNAIRE

Instructions and Design

This questionnaire was constructed to assess two dimensions of the group leader's and group member's interaction in the core group sessions. Your observations of the group will be focused on whether the group leader initiates group discussions or responds to group discussion and finally the group's reaction to his behavior.

Each dimension (i.e., initiating and respondent behavior) has been defined with pieces of behavior which best describe them for the group leader and the group members.

Your tasks are the following:

1. Observe the interaction between the group leader and group members.

2. Begin your observations with the number "1" to indicate the first piece of behavior which occurred and follow consecutively. For example, if the group leader starts the discussion by asking someone a question and a person responds to the leader, then write in the block under the group member's response a "1" with an arrow (⇄). If a group member asks a question to the leader, the arrow should go to the left (←) in the appropriate box. If a member directs his question to the group, the arrow goes up (↗). To indicate that the group leader asked a question and a member directs his response to the group the symbol is (↗→). The symbol for expressing that the question was directed to the leader but a member responded is (←↗). All arrows indicate the direction of the initiating behavior, so that the basic symbols are: →, i.e., initiating towards group; ←, i.e., initiating behavior from the group; and ↗ initiating behavior from group which is group directed.

3. Be sure to keep your number sequence and symbol correct since this alone allows the researcher to keep up with the pattern of interaction. The arrows must indicate what happens first. For example, if the leader asked a question to the group and a group member responded, the symbol is (⇄). But if a member questions the leader first, the symbol is (⇆).

4. Each time job related issues are discussed in the group you need a new interaction sheet. Write the issues as detailed as possible. You may write your comments in the space provided.

5. On a separate page you have a sheet for decoding the instrument. Notice that to the left of the page, the column is headed group leader's behavior and that the right column represents the group member's behavior. Start with the number "1" on your interaction analysis sheet and define the symbols. When you have finished this, you must then determine whether the group leader's style of handling his group was directive or indirective. Since each piece of behavior has been precoded, you need only refer to the top of this sheet for the numbers which indicate "directive behavior" and those which indicate "indirective behavior."

INTERACTION ANALYSIS
July 1965

	No one Responds	Someone Responds	A person responds but others are talking	More than three respond	Nonverbal behavior (gigling, sighs, etc.)	Person responds to peer	Someone asks a question	Silence among group	Person is silent to whom question was directed
1. Changes focus of discussion									
2. Calls on a person									
3. Asks the group to comment									
4. Points out that the group should be talking									
5. Poses an issue to group									
6. Gives information asked									
7. Solves problem or issue									
8. Refuses to handle issue at times									
9. Request group to stick to issue at hand									
10. Asks if anyone wants to talk									
11. Questions group on lack of discussion of problem									
12. Questions members indicating lack of participation									
13. Silent									
14. Tells group implication their behavior or discussion has without offering solution									
15. Comments on issue without solving									
16. Doesn't acknowledge a statement									
17. Explains his purpose is not to give answers									
18. Restated problem opening to group									
19. Suggest that someone responds									
20. Offers variety of solutions									

DIRECT = 1 - 11

INTERACTION ANALYSIS DECODING SHEET

INDIRECT = 12 - 20

GROUP LEADEE	GROUP MEMBERS

OBSERVER ____________________

DATE ____________________

COUNSELING GROUP ____________

TAPE CODE ________________

ISSUE DISCUSSED:

COMMENTS:

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Aide Ratings of Group Leaders

Name of Aide ____________________ Date ____________________

Name of Group Leader __________________

INSTRUCTIONS:

Each of the 10 following questions has things that your leader does in your group meeting and each question has things that he does not do in your group meetings. Read each item carefully, and answer YES if he does it; NO if he doesn't do it; and I DON'T KNOW if you are not sure. Answers should be written in blank on the left of the item.

Remember: Each item in each question should be answered YES or NO, or I DON'T KNOW.

1. Which problems can your group leader best understand?

____a. Problems about your work
____b. Problems about your family
____c. Problems about the other group members
____d. Problems in the community

2. Which of the following does the leader do in group meetings?

___a. Tells group members what to do
___b. Keeps quiet and only speaks when he's spoken to
___c. Keeps quiet all the time
___d. Encourages other members to talk
___e. Picks on people in group

3. Which of the following does the leader do with decisions?

____a. Makes decisions for the group
____b. Encourages the group to make decisions
____c. Have nothing to do with the decisions being made
____d. Ignores group suggestions
____e. Changes group decisions

4. Which of the following does the leader do best?

______a. Gives a lot of helpful information about the job

________b. Gives a little information about the job
________c. Always asks for information about the job from the group and never gives any himself
________d. Says nothing at all to help on the job

5. When you ask the leader for some information what does he do?

________a. Tells you he does not know
________b. Tells you to wait until next time
________c. Answers you right away
________d. Pretends he doesn't hear you
________e. Asks you what do you think is the answer
________f. Asks the group to answer your question

6. When you don't understand something, how does the leader deal with it?

________a. Asks you why you don't understand
________b. Tells you to find out yourself
________c. Suggests you ask the other group members
________d. Doesn't give help

7. When you say something that nobody in the group understands, what does the leader do to help you communicate?

________a. Tells you to explain
________b. Sometimes he explains and sometimes you explain
________c. Says nothing about it at all
________d. Begins to comment on it before other people talk

8. Whenever there is a group conversation going on, what does the leader do?

________a. Stops it and talks about other things
________b. Says nothing; just listens
________c. Talks occasionally about what the group is talking about
________d. Daydreams or looks disinterested

9. When you have a job problem, what does the leader do?

_________a. Solves it for you by talking to supervisor
_________b. Suggests you tell the group and let them help
_________c. Ignores it and goes on to other things
_________d. Tells you to discuss it at another time
_________e. Suggests ways to handle it

10. When the rest of the group members dislike something you say or do, how does the leader handle it?

_________a. Straighten it out by talking it over with group for you
_________b. Lets the group straighten it out
_________c. Tells the group to forget it and goes on to something else
_________d. Asks you why you said it or did it

INSTITUTE FOR YOUTH STUDIES
Howard University

Counselor Intern Training Program
Questionnaire

Name ______________________________ Date __________

INSTRUCTIONS:

A wide variety of different kinds of situations calling for different sorts of skills are listed below. For the purpose of assessing your needs in training, we would like you to be as honest as possible in responding to the questions.

We have provided below four possible feelings you might have about handling the range of situations that develop in a group. For each situation encircle the number which most closely corresponds to how you would feel.

1. Feel you couldn't handle it without first discussing it with someone more experienced in running groups.
2. Would feel more comfortable if you had someone there to support you.
3. Feel you would find it difficult but probably could handle it.
4. Feel that you could handle it without too much difficulty.

1.	A situation in which the group is openly hostile to you.	1	2	3	4
2.	Planning and implementing a schedule of activities for the group.	1	2	3	4
3.	Dealing with excessive absenteeism from meetings.	1	2	3	4
4.	Keeping the group focused on discussing issues that are sensitive to members.	1	2	3	4
5.	Getting group members to assume leadership in group.	1	2	3	4
6.	Openly reprimanding a group member.	1	2	3	4
7.	Getting good group participation in discussion.	1	2	3	4
8.	Getting the group to assume responsibility for its member.	1	2	3	4
9.	Holding meetings consistently meaningful to members.	1	2	3	4
10.	Dealing with an excessive amount of disruptive side conversations in the group.	1	2	3	4
11.	Getting the group to make and follow thru on decisions.	1	2	3	4
12.	Getting the group to discipline its own members.	1	2	3	4
13.	A situation in which the members are obviously baiting you.	1	2	3	4

14.	Getting the group to reconsider an action which goes against the group's best interests.	1	2	3	4
15.	Dealing with a group member who constantly tattles on other group members.	1	2	3	4
16.	Dealing with a group problem in which you have obviously taken the wrong position.	1	2	3	4
17.	Dealing with a leader in the group who exerts a negative influence on the group.	1	2	3	4
18.	Dealing with a group member who continually challenges your position in the group.	1	2	3	4

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INSTRUCTIONS FOR RATING COUNSELOR INTERN APPLICANTS AND FOR DETERMINING RISK ASSIGNMENTS

1. For each item indicate with a "yes" or "no" whether the applicant demonstrated the quality referred to in the item (see operational definitions of the rating categories -- appendix)

2. Sum all the "yes" scores to arrive at a total score for each applicant.

3. Pool the scores of the three raters to arrive at a pooled score for each applicant.

4. When all the applicants have been rated, determine the mean score for the entire group of applicants and assign those with scores at the mean or above to the low risk group -- those with scores below the mean to the high risk group.

SUMMARY SCORE SHEET FOR COUNSELOR INTERN APPLICANTS

117.7
June 22, 1965

APPLICANT'S NAME	GROUP NO.	NO. IN GROUP	POOLED SCORE	RISK CATEGORY
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

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Washington, D. C.

July 1965

OPERATIONAL DEFINITIONS OF RATING CATEGORIES
COUNSELOR INTERN SELECTION PROCESS

1. Minimally Participated in Discussion -- Commented either on someone else's ideas or ventured to express own opinions on topic under discussion. Played a passive or limited role in the discussion.

2. Actively Participated in Discussion -- Was a frequent contributor to the discussion, showed involvement in the discussion and indicated eagerness to participate.

3. Showed Initiative in Directing Group to Task -- Exhibited leadership by attempting to provide or point out direction to group's discussion and task solving; indicated to group that it was straying from the task at hand; attempted to provide format or structure to discussion.

4. Showed Willingness to Consider and Accept Other's Ideas -- Indicated ability to listen to others, accept other's ideas, and incorporate them into one's own thinking.

5. Sought Out Other's Ideas -- Elicited other's opinions or ideas; showed concern for full group participation; asked questions of other group members as a means of getting them involved in discussion; provided an atmosphere conducive to full participation.

6. Showed Confidence in Own Ideas -- Method of presenting an opinion was straightforward, firm and definite; showed willingness to defend and elaborate on statements made; participated in a secure and open way.

7. Showed Understanding of the Problems of Youth -- Showed knowledge of the life-styles of disadvantaged youth and difficulties growing out of these life-styles; showed sensitivity to the kinds of problems they might present and for ways of handling them.

8. Made Relevant Comments Considered by the Group -- Individual's comments were pertinent to the discussion; they were commented on by other group members, and provided further focus or insight to the topic under discussion.

9. Focused on Clarifying Issue - Solving Task -- Indicated awareness of issue under discussion; redefined and addressed oneself to issue; called group's attention to the issue; showed concern for achieving a consensus or decision on solutions to the group problems.

10. Showed Understanding of Group Process -- Indicated awareness for using groups as a tool for handling group related or rooted problems, or individual problems that may be shared by other group members.

RATING SHEET FOR COUNSELOR INTERN GROUP SELECTION PROCESS

GROUP NUMBER: ______ RATER: ________________ DATE: __________

117.7
Revised June 23, 1965

CATEGORIES	APPLICANTS									
	1	2	3	4	5	6	7	8	9	10
1. Minimally Participated in Discussion.										
2. Actively Participated in Discussion.										
3. Showed Initiative in Directing Group to Task.										
4. Showed Willingness to Consider and Accept Other's Ideas.										
5. Sought Out Other's Ideas.										
6. Showed Confidence in Own Ideas.										
7. Showed Understanding of the Problems of Youth.										
8. Made Relevant Comments Considered by the Group.										
9. Focused on Clarifying Issue -- Solving Task.										
10. Showed Understanding of Group Process.										
SCORE										

COMMENTS:

Howard University
INSTITUTE FOR YOUTH STUDIES
Washington, D. C.

COUNSELOR INTERN

Group Selection Process

The Institute for Youth Studies will be conducting a program in which we will be training youth between the ages of 17-21 for jobs as aides to professionals in a number of different kinds of agencies. Most of these youth will be high school dropouts; some will have police records, and some will have had no successful employment experience. As part of their training program these youth will meet together in groups to discuss the program and to work out any kinds of problems that might develop in the program. You as counselor interns will serve as the leaders for these groups, and as group leaders you are likely to confront some of the situations given below. During the next hour we'd like you to discuss among yourselves the best ways for handling these situations and decide on a way you'd propose us to handle them.

1. Three group members have consistently been carrying on disruptive side conversations during group meetings, and since these are among the stronger members in the group, the group has been reluctant to challenge their behavior.

2. One of the members in your group has been irregular in his attendance and punctuality at work, and his supervisor has asked you to handle this problem.

3. The group members are resentful at having to attend daily group meetings and consequently are quite apathetic about participating in the meetings.

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Washington, D. C.

COUNSELOR INTERN PROGRAM

Bi-Weekly Supervisor's Evaluation Form
Form A -- Group Work Placement

____
(Trainee)

____
(Supervisor)

____
(Trainee's Field Placement)

____
(Date)

INSTRUCTIONS: Please circle the number which most closely corresponds to your evaluation of the trainee. Feel free to elaborate or qualify your answer.

Knowledge and Understanding

1. How well does the trainee understand the needs and interests of the youth he is working with?

    1. Has no understanding at all.
    2. Shows little understanding.
    3. Shows some understanding.
    4. Shows quite a lot of understanding.

2. How knowledgeable is the trainee about the range of resources and agencies in the community?

    1. Knows very little.
    2. Has some knowledge of a few agencies.
    3. Is informed about a number of agencies.
    4. Is very knowledgeable about the wide range of community resources.

3. How well does the trainee understand the purpose and program of the agency in which he is working?

    1. Has only a vague idea of agency's purpose.

    2. Shows some understanding of agency program.

    3. Is knowledgeable about the agency program.

    4. Has a good grasp of agency program and purpose.

4. How well does the trainee understand the operational procedures of the agency?

    1. Hardly at all.

    2. Shows little understanding of procedures.

    3. Seems to understand them.

    4. Has a good grasp of them.

5. How well does the trainee understand the nature of group functioning and interaction?

    1. Shows little understanding.

    2. Has some understanding.

    3. Has a pretty good understanding.

    4. Has a very good grasp of group process.

6. How well does the trainee understand his role in the group?

    1. Hardly at all.

    2. Has a little understanding of his role.

    3. Seems to understand his role.

    4. Has a good feel for his role.

Job Performance

Please indicate by circling the appropriate number if the trainee's performance in the following areas is:

1. POOR (Performance unsatisfactory)

2. FAIR (Performance is just adequate)

3. GOOD (Performance is satisfactory or better)

4. EXCELLENT (Performance is above average -- Outstanding)

1.	Ability to establish rapport with youth	1	2	3	4
2.	Ability to work with youth in a group	1	2	3	4
3.	Ability to guide the group's functioning	1	2	3	4
4.	Ability to utilize program skills and agency resources	1	2	3	4
5.	Ability to plan and implement a program of activities	1	2	3	4
6.	Ability to communicate with his peers and supervisors	1	2	3	4
7.	Ability to adapt to different situations	1	2	3	4
8.	Ability to organize his work and make productive use of his time	1	2	3	4
9.	Ability to analyze events and behavior as a guide for future action	1	2	3	4
10.	Willingness to utilize supervision	1	2	3	4
11.	Willingness to learn from mistakes	1	2	3	4
12.	Willingness to listen and learn from others	1	2	3	4
13.	Willingness to assume responsibility	1	2	3	4
14.	Willingness to abide by agency rules and procedures	1	2	3	4

General Evaluation

For what kind of things does the counselor intern show particular strengths?

What appear to be the intern's weakest points?

Have you noticed any growth, improvement or change in the intern's attitudes or performance over the last two weeks? If yes, please describe

What kinds of things does the intern need to learn to perform with more effectiveness on the job?

What appears to be the nature of the intern's commitment to his work? How serious and interested is he in his work?

Other comments:

Howard University
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Washington, D. C.

COUNSELOR INTERN PROGRAM

Group Process Analysis

_______________ (name)

_______________ (date)

INSTRUCTIONS:

Attached is a record of the first meeting of a boys group. Read the selection carefully and then answer the following questions related to the selection.

1. How would you describe the role played by the leader in the group?

2. What do you think the leader saw as his role?

3. What kind of atmosphere was the leader trying to set for the group?

4. Which of the things that the leader did were most important in setting an atmosphere for the group?

5. What seemed to be the member's expectations of the leader?

BOYS GROUP MEETING I

Present: C, RH, RS, S, T.

I met C in the waiting room ten minutes early. I said I was going through to the Club room. "Would he like to come?" C said nothing but came clutching a comic. He sat down immediately at the table without looking around, lifted up his comic so that it hid his face and read with intense immobility.

C is large and overweight. His face is smooth, pale and expressionless.

I moved around the room, opening the closet and bringing some materials such as lanyard makings paper and paints to the table.

After 5 minutes, C said, "Excuse me" and went to fetch two more comics.

RH arrived, a round-faced, stalwert boy with wide-open eyes and an engaging smile. He did not take off his fur collared jacket. I introduced the boys, said "The materials in the closet are for the club to use." RH looked round, sat down opposite C and took up a comic.

RS came in. He is a neat slim boy with big blue eyes. He shook hands, sat down quickly and picked up the third comic. All three boys read with concentration.

RH became restless, moving round in his seat and looking round the room. I had started making a lanyard. I got up now and moved over to the shelves. RH went to look in the closet. He then came over to me at the shelves, spotted the box of soldiers and asked if he could play with them. I replied, "The materials are here for the club to use."

RH took down the soldiers and blocks and began to build a fort.

S entered. A small, slightly built boy, he has thin features, quick gestures, a pale face with dark shadows under his eyes. He did not shake hands but sat down at the table and picked up the comic RH had abandoned.

T came in. He is tall and thin, with acquiline features, seems lithe and well coordinated. He sat down for a moment then, "Can I look around?" I said, "Yes, if you want to." He went to the closet immediately picked up a suction cup gun, fitted a dart and shot it into the floor. C joined him and also took a gun. He had difficulty fitting it in. T said, "I'll show you." C managed without help.

T asked C what grade he was in. C replied "4th." T said "6th." C said awkwardly, "I should be in the "5th".

T found a tin target and set it up. The two boys shot at it. The darts thudded on the tin.. T looked at me. I paid no attention. T relaxed. Later a dart hit the window with a smack and he again looked fearfully at me.

T hit the target more than C. C frowned, thrust the darts impatiently into the gun, gradually improved his aim so that the boys were equal. They did not set up a real game. S joined them and the three boys shot at the target round the door pretending they were cowboys in a western.

I brought some pipe cleaners and instructions to the table. RS picked these up and made a flower. RH took his jacket off. RS immediately got up and went to look in the closet. He brought out an erector set and tried to make something, was not successful and gave up.

The other boys now asked RS and RH to join them. RS did but RH went on making his fort.

T asked what grades S and RS were in. S said "4th" and RS "3rd." C said, "Baby." RS did not reply.

The shooting game continued. Every time the boys lost a dart T asked me if I could see it. Each time I got up to look.

S tired first and sat down with the comics. Then all the boys came back to the table. S, C and T read and RS went back to the erector set.

RH now put his blocks away and asked, "Who'll play darts." S and RS joined him. The boys shot at each other, hiding behind the door, sprawling on the floor and shooting around the table. RH initiated this. Soon C and T also joined in.

The boys now used the corridor as an extension of the room and also the waiting room until I shut the door. T and C also explored the other play room.

At 2:30 I put cokes, cookies and mugs on the table and said, "Refreshments are ready." They all came at once. C sat on one side of me, pocketing two guns. RS on the other with RH opposite and S between C and T.

I passed the opener and they all opened their own bottles. C had some difficulty. The boys had no hesitation in helping themselves to the cookies after I passed the plate the first time. They took one cookie at a time.

RH and RS ate steadily. T ate the least. S took the last one and said, looking at me, "They're all gone." I said nothing.

I asked where the boys lived. C said "A county." S said "On the borderline." C said boastfully, "I am just on the A line and can move from one county to the other." I said, "You have quite a long way to come." C said, "I am picked up by the school bus." T, RH and S were too. RS said, "I only live a block from school." C said, "I have to go 5 miles." RH said laconically, "Two miles." T exclaimed, "Golly, five miles is a long way."

T was wearing a cub scout blouse. S asked him if he belonged. T said he had left. RH belonged. S said he had belonged. He was a wolf. T said, "Bear." S turned to me and said that he and a friend had worked very hard on a scout project. They were the only ones to finish the time limit set. Then the Den Mother had said it wasn't necessary to finish within the time and had taken off half their things and made them put on what she had wanted. I commented, "You must have been pretty mad." S replied, "I quit after that. I just didn't go back."

T said, "Who's for a game? C got up and joined him. RS got out the erector set. RH went to draw on the board. S joined him. They divided the board with a line. RH drew a man walking up a hill. S a landscape with trees.

T found a ball, Who'll play catch? RS and C agreed. T asked "Can we go outside?" I replied, "If the club wants to we can go". They said, "We do." RH followed them but S went on drawing. He had been erasing with a paper napkin, now asked me for a sponge. I went to look, said we did not have one.

I said, "The others have gone out. Do you want to come"? S did not reply. I went out. The boys were swinging from bars. Then RS found a small log house. All the boys explored this. C, who now had four guns, pretended to shoot the others. RS came across to me, holding himself very straight. "I'm going to take a walk." I replied, "It is almost three o'clock. The club ends at three." RS nodded, "All right." He went over to join T and RH who were climbing a tree.

At three o'clock I said, "It is three o'clock" and started to walk toward the house. C ran after me, "Would you take these in please?" He handed me the guns. T and RH came in with me and RS threw the ball for T to take in for him.

S had left the club room. RH picked up his coat and said, "Good-bye." T said, "Thank you very much for the coke and cookies."

HOWARD UNIVERSITY
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PRE/POST TEST

Counseling Intern Program
Information Test

PART I: HUMAN DEVELOPMENT

Name ______________________________ Date __________

1. The adolescent goes through a number of changes as he moves from childhood to adulthood. These changes occur both in his body (physiological) functioning and in his social and emotional behavior. List below as many of these changes as you know under the appropriate heading.

a. Physiological (male and female);

b. Social and emotional (male and female):

2. Ed Smith, a 12-year-old Negro boy, is having trouble in school. He talks back to his teachers, appears to be asleep most of the time in class, and has been labelled as a "troublemaker." Most people who meet him think he is fairly bright; however, his grades are poor and there is a good chance he will fail this year. It has been reported to the principal that he often gets into fights in the school yard and tells everyone that "no one can push me around".

a. What do you think makes Ed Smith act this way?

b. What other things would you like to know about Ed before making up your mind about him?

c. What do you think needs to be done in Ed's case?

PART II: PERSPECTIVES ON POVERTY

1. Birth control has been suggested as a vital service in the War on Poverty. Critics of the anti-poverty effort have stated that the poor people are too lazy to use birth control.

   Is this statement true? Support your answer in terms of people you know, personal experience, or materials you have read.

2. Describe the Urban Renewal process in terms of its goals, its problems, and its techniques.

3. Much emphasis has been given to the fact that we need to rehabilitate the poor in terms of their "weaknesses". List as many of these weaknesses as you can. List as many "strengths" of the poor as you can also.

   a. Weaknesses:

   b. Strengths:

Howard University
INSTITUTE FOR YOUTH STUDIES

PRE/POST TEST

Counseling Intern Program
Information Test

PART III: LOCAL AGENCIES

Name ______________________________ Date ______________________

1. What are the eligibility requirements for admission of children to the Pre-School Centers in the Cardozo Area? Be Specific.

2. A tenant has complained to his landlord about rats in his apartment and has only been given promises of action. Give the names of the agencies in the District of Columbia through which the tenant could channel his complaint. What help could these agencies provide?

3. What is the Urban League? What are its functions?

4. The father of a family of 11 children is an unemployed alcoholic. The mother, also unemployed, stays home to look after the children. Which agencies provide help for the children? In your answer, please refer to the specific kinds of services the agency would provide.

5. What services are available in the District of Columbia for high school drop-outs in Employment and Education?

6. Someone is traveling from Mississippi to New York and is stranded in Washington, D.C. Which agency handles such an amergency and what is the extent of such help?

7. Excluding the D.C. Recreation Department, playgrounds, church groups, YMCA and YWCA work, what facility for recreation and group organization is provided in various locations in the city? How is this work supported? What does it offer?

8. What is the Junior Citizens Corps? In your answer include a statement of its purpose, staffing and the age range served.

9. A teenager is arrested for housebreaking in the District. Which agencies would handle the following aspects of the case? Discuss the kind of help given by these agencies.

   a. Arrest and custody:

   b. Hearing and disposition:

   c. Follow-up:

PART IV: INDIVIDUAL COUNSELING

1. When an aide brings a problem to a counselor, he wants the counselor to provide him with a variety of supports. Rank the following items of support in order of their importance to the average teenager. Rank the most important support 1 and the least important 5

_____ Someone to listen to his problems

_____ Someone to give him sound advice

_____ Someone to give him a variety of alternatives from which to choose

_____ Someone to give him a ready-made solution

_____ Someone to tell him that his problem is not so serious

2. When a counselor works with an aide on the aide's problem, his primary goal is to: (SELECT THE MOST APPROPRIATE GOAL)

   1. Help the aide to realize that the problem is not too serious
   2. Help the aide to look to professionals for solution to his problem
   3. Help the aide to seek the help of his teenage friends
   4. Help the aide seek the advice of his parents or other adults in his community
   5. Help the aide sort out his problems and solve them without asking anyone for help

3. If you were working with an aide whose problems required a service you couldn't provide, the logical course of action would be to refer him elsewhere. List the steps that are important to an effective referral.

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Washington, D.C.

COUNSELOR INTERN PROGRAM

Peer Rating Scale

Name ____________________

Date ____________________

INSTRUCTIONS: This is a Rating Scale. You are to take each member of your group and place them in order (one under the other) in terms of the quality you are asked about in each of the 10 questions. The person you place first will be the one you see as being the best, the person you list second will be the one you see as second best, etc., until all the group members are ranked in order. You are to include both yourself and the leaders in the ranking of the group. The following is an example:

EXAMPLE: Who eats the most in your group?

Your Answer:
1. John Jones
2. Henry Smith
3. Frank White
4. Gary Whiate
5. Ronald Carter
6. Charles High
7. Frank Carr
8. Paul Lee

---

1. Who helps make the best decision in your group?
   1.
   2.
   3.
   4.
   5.
   6.
   7.
   8.

2. Who seems to really understand and like youth?
   1.
   2.
   3.
   4.
   5.
   6.
   7.
   8.

3. Who best understands the group members' behavior?

   1.
   2.
   3.
   4.
   5.
   6.
   7.
   8.

4. With whom would you talk over your personal problems, i.e., family problems, sex problems, etc.?

   1.
   2.
   3.
   4.
   5.
   6.
   7.
   8.

5. With whom would you like to pal around with outside of the group?

   1.
   2.
   3.
   4.
   5.
   6.
   7.
   8.

6. Who do you think would make a good youth leader

   1.
   2.
   3.
   4.
   5.
   6.
   7.
   8.

7. Who seems to have a lot of experience in working with people younger than yourself.

1.
2.
3.
4.
5.
6.
7.
8.

8. Who gives the group the best material on how to handle groups?

1.
2.
3.
4.
5.
6.
7.
8.

9. Who gets along best with all the other group members?

1.
2.
3.
4.
5.
6.
7.
8.

10. Who would you like to see lead this group?

1.
2.
3.
4.
5.
6.
7.
8.

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UNIVERSITY RESEARCH CORPORATION
SUITE 208 – 1425 N STREET, N.W.
WASHINGTON, D. C. 20005
(202) 332-1626

NEW CAREERS DEVELOPMENT PROGRAM

STAFF:

Jacob R. Fishman, M.D., Director
Robert M. Carr, M.S., M.B.A., Project Manager
Joseph C. Paige, Ph.D., Field Coordinator and Director, Curriculum Services and Information Clearinghouse
Elwood Taub, Director of Training
Roslyn Hees, M.A., Information Clearinghouse
Lorenzo Reid - Technical Assistance
Marvin Hoffman, M.A., Curriculum
Irving Ostrow, M.A., Curriculum
Charles Wells, M.A., Curriculum

ERIC Clearinghouse
AUG 14 1969
on Adult Education

CONSULTANTS:

Helen Abrams
Rimsky Atkinson, M.S.W.
Paul Cornely, M.D.
Be Davison
William Denham, M.S.W.
Hyman Frankel, Ph.D.
J. Douglas Grant, M.A.
William Hines, Sc.D.
Florence Hicks R.N., M.S.
Harold Light, M.S.W.
Charles Matthews, M.A.
John McCormack, M.D.
Jacklyn Milligan
Lonnie Mitchell, Ph.D.
Herbert Nichols, M.A.
Jack Otis, Ph.D.
James Partridge
Arthur Pearl, Ph.D.
Avis Pointer, M.S.W.
James Preston
Eunice Shatz, M.S.W.
Frederick Schenck
Ralph Segalman, Ph.D.
Charles Smith, M.SP.
Harry Specht, Ph.D.
Sheldon S. Steinberg, Ed.D.
David Terrell, M.A.
Bruce Terris, LL.B.
Shirley Terris, M.A.
Arnold Trebach, LL.B.,Ph.D.
Walter Walker, M.S.W.
Richardson White, Jr., M.A.,LL.B.

ADMINISTRATIVE STAFF:

Lucia Hatch, Antoinette Roberts, Johnnie Dale, Barbara Goss, Diane Hill, Rosalyn Levy, Clifton Ware.